



Certification

This Technology Plan has been reviewed and submitted on behalf of Aiken County Public Schools.

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Aiken County Public Schools

Technology Plan

2010-2012

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Date



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District Profile (2009-2010)

The Aiken County Public School District is located near the mid-point of South Carolina's border with Georgia, located approximately 15 miles east of Augusta, Georgia. Aiken County covers approximately 1100 square miles and its size is larger than the State of Rhode Island.

Aiken County Public Schools is comprised of 41 schools with a total enrollment of 24,567 (2009-2010). The percentage of students eligible for free and reduced lunch is 53.94% (October 2009). The number of English as a Second Language (ESL) students is 1,025. In addition, there are 27 languages represented in the school system other than English. The dropout rate is 4.8% and the graduation rate is 70.3% (District Report Card, 2008).

Executive Summary

The document *District Technology Plan -2010-2012* for Aiken County Public Schools follows the framework developed by the document *South Carolina State Technology Plan 2003-2008:Realizing the Dream*. Through the development of this plan, Aiken County Schools has initiated a process of revising and developing an integrated technology plan as a framework for preparing all students and staff for utilizing technology as an integrated tool. Increased student achievement through the effective integration of technology into the core curriculum will be the outlining strategy. Five core technology dimensions and goals as outlined by *the "South Carolina Technology Plan 2003-08: Realizing the Dream"* must be addressed for us to begin improving student achievement through the use of technology. Goals, objectives and strategies, an action list, an evaluation plan, and benchmarks are given for each core technology dimension.

The five core technology focus dimensions and the major goals set forth for these areas are as follows:

Technology Dimension 1: Learners and Their Environment

Section 1.01 Goal: The school district and the schools will use research-proven strategies to provide home, school, and community environments conducive to our students' achieving technological literacy by the end of the eighth grade and to raise the overall level of academic achievement in South Carolina.

Technology Dimension 2: Professional Capacity

Goal: The SDE, the school districts, and the schools will provide curriculum development and professional development to increase the competency of all South Carolina educators so that research-proven strategies and the effective integration of instructional technology systems can be used to increase student achievement.

Technology Dimension 3: Instructional Capacity

Goal: The SDE, the school districts, and the schools will use current and emerging technologies to create learner-centered instructional environments that enhance academic achievement.

Technology Dimension 4: Community Connections

Goal: The SDE, the school districts, and the schools will increase student achievement through the use of technology, including assistive technology, by maximizing community involvement and community partnerships.

Technology Dimension 5: Support Capacity

Goal: The SDE, the school districts, and the schools will expand and support technology resources to assist educators and learners in meeting the state academic standards.

If the students of Aiken County are to be competitive nationally, they must not have boundaries on their access to the information explosion. To accomplish this, we need to provide access to technology resources for the learning process from virtually everywhere. We must provide ubiquitous access to information and technology and support for its infrastructure. We have

The Consolidated School District of Aiken County

provided the infrastructure and a start to provide equal access to all information that is available on the World Wide Web to every K-12 student in the classroom. According to the Gordon S. Black Corporation's (1999) survey results, although computers have made their way into the nation's public schools, they are not fully integrated into the learning process. Some of the highlights of the study revealed that

- Although elementary students (95%) are more likely to say they use a computer at school, they use them less often. Twenty-seven percent of high school students use a computer daily, as compared to fourteen percent of elementary and seventeen percent of middle school.
- Use of computers is sporadic and varies by district
- More of the high school students use the computer to surf the Web. Just twenty percent of the teachers reported that they require the students to do research.
- Although there is strong agreement among teachers that computers support and extend the teaching process as well as the learning process, just sixty-one percent of the teachers felt that computers were integrated into the curriculum.
- Teacher training continues to be an important challenge. Parents agree that computers are an integral part of the learning process. Ninety percent believe that school computers help their children learn.

The study shows that students, teachers, and parents are all in agreement that computers have the power to make substantial improvements in the education of children.

District Needs Assessment

Aiken County Schools is very proud of its progress in the development and implementation of technology initiatives as defined, outlined, and completed from the original *technology plan of 1996-99 and subsequent technology plans thereafter*.

On-Going District Needs

- Expand mobile, wireless carts in schools
- Upgrade servers
- Increase number of network drops per classroom
- Increase number of networked computer workstations per classroom in all schools
- Increase instructional equipment (interactive white boards, projectors, laptops, etc.)
- Increase district wide area network bandwidth
- Expand support staff for technology
- Expand connectivity for mobile units
- Continue to increase technology proficient opportunities for all teachers
- Continue replacement program for oldest computers

Technology Support Objectives

- Additional computer support technicians (one support technician per three schools

Current Technology Inventory

- 118 Computer Labs
- 1023 Interactive White Boards (Smart and Interwrite)
- 2615 Laptops
- 95 Wireless Mobile Carts
- 7134 Personal Computers
- 105 Servers
- 408 Networking Switches
- 11 Video Broadcasting Systems (Codec's for high schools, career center, and district)

In completing the assessment needs on all schools defined in the "Aiken County Public Schools Technology Plan –1996-1999", year one was one in which the infrastructure was completed at all schools. This gave the possibility for all schools' networked computers to have access to not only the school's file server and available networked resources, but also the district's file server. Schools were able to access the World Wide Web by way of routers in conjunction with the State's data infrastructure plan. The Technology Department wired or rewired the CCC labs and Business Education computer labs with standard wiring practices as all other classrooms at all schools. Also, a third of the classrooms were installed with networked computers. In year two, approximately 1500 computers were purchased and installed in all classrooms. Printers were purchased for all classroom computers. Each school received two laptop computers and each media center received a LCD projector. The third year saw the Technology Department add an Internet Filtering server that restricted the sites a computer could get to on the Web. This protection filtered out sites that were not appropriate for school age users. By the end of the third year of the original "Technology

Plan”, every instructional space identified at that time was wired for internet access, equipped with a networked, Windows-based computer, desk, and printer. School file servers were upgraded where needed. High-school business education labs were upgraded to Windows-based computers using software defined by business leaders and higher-education leaders. Computer labs were expanded into the middle and elementary schools and media centers were technology-equipped with minimum-defined networked, Windows-based computers for expanded research and instructional programs utilizing technology.

Aiken County Schools Technology LandMarks

Early – Mid 1980’s

- Limited instructional computing consisting of Apple IIe’s being used by a few technology proficient teachers
- Computer Assisted Instruction (CAI) began in 1984 and was originally designed as an elementary, middle, and high school reading and math compensatory/remedial program funded with Education Improvement Act (EIA) funds

1985

- First Year of Pathways Project and Implementation of Osiris Student Management System
- First Microsoft disk operating system platform computer and application installed in Aiken County Schools

Late 1980’s – Mid 1990’s

- School LAN’s (Local Area Network) and personal computers evolved in all schools to allow for shared network resources in administrative and guidance functional areas
- Stand-alone and selected networked computer labs in high schools used by high school business education teachers and students to meet the industry standard requirements for minimum computer and keyboarding skills
- In the late 1980’s, the CAI labs were made available as a supplemental service for all students in these schools

1996

- Aiken County Schools developed first three-year technology plan approved by the Aiken County Board of Education
- Installed network cable infrastructure for all classrooms and offices.
- Connected all schools to internet utilizing T-1 telephone lines

1997-2000

- Installed Windows based computers with Microsoft application software in all instructional classrooms in all schools including networked and desktop printers
- Change was made in the late 1990’s to provide course-specific software at the high school level for CAI labs. The software package, installed in 1999, was selected by a

committee of high school principals and district support staff to provide remedial, as well as advanced, coursework for students

- Installed filtering system to meet the requirements of the Child Internet Protection Act
- Provided e-mail to all instructional and administrative staff members
- Installed PIX firewall to prevent unnecessary access both into the district WAN and to outside unwanted/unsolicited ftp sites

2001-2006

- Provided mobile laptop wireless labs for eleven schools with a phase in schedule of 3-5 per year
- Provided web-based instructional applications such as; Plato, Edutest, and Destination Success for the purpose of instruction and achievement
- Continued adding additional cabling infrastructure for mobile units and classroom space as needed in schools
- Installed Classroom Performance System for three schools for the purpose of assisting teachers in evaluating students' knowledge of course content
- Upgraded existing T1 telecommunication lines for Internet access to metro Ethernet fiber backbone lines
- Initiated hardware/software web-based auditing application for maintaining hardware and software inventory
- Initiated technology proficiency program for teachers in Aiken County schools and utilized the web-based Diagnostic Technology Needs Assessment to evaluate teacher's proficiency
- Provided through lease/purchase program replacement of multimedia computers for older Windows 95 and 98 systems
- Installed first Synergistic lab and software in one middle school
- One LCD and laptop for each business department at each high school
- Key Train software utilized at Career Center and all high schools to prepare students to improve Work Keys Test scores (workplace ready testing)
- Key Train also available to all Special Education classes
- One LCD projector provided for all high school science departments
- Introduction of Interactive White Boards (Smart Boards) in classrooms purchased through school technology funds

- Continued addition of cable drops for mobile classrooms and additional classroom spaces added to schools due to additional instructional enrollment requirements

2006-2008

- **Summe/Fallr 2006** Installed second synergistics lab at Schofield Middle
- **Summer 2006** Migrated from BellSouth Bridge for Video Conferencing to district-owned bridge and upgraded Codec's video/audio for distance learning
- **Fall 2007** iAm Grant Recipient- Midland Valley High 9th graders received laptops
- **Fall 2007** MAP- (Measures of Academic Progress) –Implemented in all elementary and middle schools
- **Fall 2007** TestView- Implemented for all schools
- **Summer/Fall 2007** Mobile Laptop Carts – Completed installation in 28 of 30 elementary and middle schools
- **2007** E2T2 Grant Recipient
- **On-going** Nearly 1/3 of all classrooms have Interactive WhiteBoards and Video Projectors

2009-2010

- **Summer/Fall 2009** Installed two synergistics labs (AL Corbett Middle and RSM Elem/Middle)
- **2009** E2T2 Recipient (Mobile Labtop Carts for all High Schools)
- **2009-2010** Continuation of support of iAm Grant Program at Midland Valley High
- **2009-2010** MAP- (Measures of Academic Progress) –Implemented in all schools
- **2009-2010** Continued useage of TestView in all schools
- **On-going** Cabled additional classrooms and media centers with available funds
- **On-going** Upgraded three high school business educations labs
- **On-going** Nearly 2/3's of all classrooms have Interactive WhiteBoards and Video Projectors
- **On-going** Implemented Powerschool for all schools
- **2009-2010** Implemented Parent Portal of PowerSchool
- **Fall 2009** Established Technology/Instructional Technology Committee

District Mission Statement

(from Strategic Plan 2009-2014)

The mission of the Aiken County Public School District is to create in students a passion for learning and achievement that will serve them as they compete and contribute in a global society.

An Area of Special Academic Emphasis: Reading achievement at all grade levels (K-12), with special emphasis on direct reading instruction in grades K-3.

Literacy Vision: Aiken County Public Schools demonstrates an unwavering commitment of the educational community to embrace their responsibility for ensuring that each student at any level becomes a successful reader and writer.

District Vision

(from Strategic Plan 2009-2014)

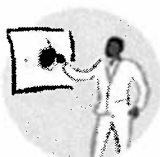
The Aiken County Public School District will be known for

- Safe learning environments where every student has the opportunity to achieve developmental outcomes at the highest potential,
- Highly qualified educators and competent support persons who can orchestrate and facilitate exceptional learning outcomes at every level and who continue to grow personally and professionally throughout their careers,
- Facilities that nurture effective learning practices for all students,
- A transportation system that is safe, efficient, and accessible to all students,
- Appropriate use of technology to further learning and to make information management more productive, and,
- An organizational culture that encourages integrity, collegiality, high expectations for student success, student, parental and community engagement, and continuous improvement.

THE FIVE DIMENSIONS



Learners and Their Environment: This dimension emphasizes helping students use technology in ways that advance their understanding of the content in the state curriculum standards while improving their real-life problem-solving and inquiry skills. The environment should be one of shared learning and should be designed to enhance student academic achievement through scientifically based learning practices and modern technologies.



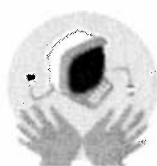
Professional Capacity: This dimension emphasizes strategies to develop ongoing and sustained professional development programs for all educators—teachers, principals, administrators, and school library media personnel. Utilizing a broad definition for the term *professional capacity*, this dimension is also aligned with the EOC action area called “Leadership and Coalition Building.”



Instructional Capacity: This dimension is the Executive Writing Committee’s further refinement of the Milken dimension “Professional Competency.” South Carolina’s “Instructional Capacity” dimension specifically targets the development of strategies to integrate technology into curricula and teaching and also explores ways to promote teaching methods that are based on solid and relevant scientific research. This dimension also aligns with the EOC action area “Teacher Quality.”



Community Connections: This dimension emphasizes strategies for the development of partnerships and collaborative efforts to support technology-related activities and to maximize community involvement in education. This dimension promotes school and district partnerships with such entities as private schools, higher education institutions, public libraries, museums, nonprofit organizations, adult literacy providers, and business and industry in ways that will increase student achievement and teacher technology proficiency. This dimension aligns with the EOC action areas “Education for Economic Development” and “Community and Parental Support and Involvement.”



Support Capacity: This dimension seeks to combine the Milken progress dimensions “Technology Capacity” and “System Capacity.” South Carolina’s “Support Capacity” dimension emphasizes the development of strategies to provide the necessary physical infrastructure and supporting resources such as services, software and other electronically delivered learning materials, and print resources in order to ensure efficient and effective uses of technology. This dimension aligns with the EOC action areas “The Governance and Structure of the System” and “Efficient Use of Resources and Accountability.”

Learners and Their Environment

TECHNOLOGY DIMENSION 1

LEARNERS AND THEIR ENVIRONMENT



GOAL

The Aiken County Public School district and schools will use research-proven strategies to provide home, school, and community environments conducive to our students' achieving technological literacy by the end of the eighth grade and to raise the overall level of academic achievement in Aiken County.

SNAPSHOT OF CURRENT TECHNOLOGY USE

Technology resources are now widely available in Aiken County's schools, and the district has followed the state's recommendation to adopt the International Society for Technology in Education's National Educational Technology Standards for Students (ISTE NETS-S). The district is using performance-based methods to conduct needs assessments and to measure students' technological proficiency. Aiken County continues to partner with private business and higher education to offer technology training and resources to educators and students through the Ruth Patrick Science Education Center, USC-Aiken, Public Education Partners, Savannah River Site, and Westinghouse grants. Through the district's website, teachers have access to resources for aligning their daily lessons with the state curriculum standards.

Heavy emphasis has been and continues to be placed on helping students master the state academic standards, and technology is the key to this effort, as evidenced by the Mentor software program, MAPS, Plato, Destination Success, Synergistic lab and software, and other instructional aids. Integrating technology into the core curriculum is a major focus of technology initiatives in the district. The Educational Technology Department closely partners with the Division of Instructional Services to ensure that technology is integrated throughout the curriculum rather than being isolated as a stand-alone tool.

The No Child Left Behind Act of 2001 charges that all students in America score at the proficient level on state tests by the year 2014. In 2004, in Aiken County 78.5% of students scored basic or above on PACT-ELA in grades 3-8; 79.9% of students in grade 3-8 scored basic or above on PACT-Math; 77.3% of students passed both subtests on HSAP. The district had an absolute rating on annual district report card of good and improvement rating of average for 2004. Although the district did not meet AYP in 2004, it did meet 32 out of 33 objectives (the objective not met was due to coding errors).

State, federal and local grants have encouraged the innovative implementation of technology in the classroom to address state standards and increase student achievement. In addition, accountability and measurement of technology's impact in the schools have become a major area

SNAPSHOT OF CURRENT TECHNOLOGY USE

of focus. Aiken County teachers, having a strong desire to use the skills they have acquired through professional development opportunities, are receptive to the idea of integrating technology not only into the core curriculum but into all curricula. Our students are ready for the twenty-first century's learning environment and the hands-on technology applications and project-based learning that it offers.

Through grants and other sources of technology funding, Aiken County schools are utilizing mobile laptop carts, media centers and computer labs to make computers accessible in the maximum number of classrooms and allowing technology to touch every aspect of the student's environment including home, school, and community. All Aiken County public schools are linked to the DISCUS databases to enable educators, parents, and students to access a wide range of information and learning resources.

Although tremendous strides have been made in the use of technology to create interactive learning environments that enhance student achievement, many steps in the process still remain. Equity of access and accountability must be addressed. Students must be provided with a level playing field within the district as well as the state and nation. The operational plan that follows should ensure that Aiken County reaches its goal of providing home, school, and community environments conducive to assisting students in using technology to communicate effectively, achieve high academic standards, and achieve technological literacy by the end of the eighth grade.

Learners and Their Environment

OPERATIONAL PLAN

I. OBJECTIVES AND STRATEGIES

GOAL: The Aiken County Public School District will use research-proven strategies to provide home, school, and community environments conducive to our students' achieving technological literacy by the end of the eighth grade and to raise the overall level of academic achievement in South Carolina.

| OBJECTIVES | STRATEGIES |
|--|--|
| <p>1.1 Students will use technology to acquire and demonstrate communication, collaboration, and engagement skills that are aligned with state standards across the curriculum and will thereby increase their level of academic achievement.</p> | <ul style="list-style-type: none"> A. Provide opportunities and resources to schools to facilitate the development and implementation of effective communication and collaboration skills using technology in the core content areas B. Conduct student projects that will yield sustained, engaged learning and collaboration in the core content areas C. Have students present their collaborative projects to identified audiences D. Recognize and promote best practices that successfully integrate technology, including assistive technology, into the curriculum E. Provide appropriate accommodations for students with special needs when conducting tests, including standardized tests, using technology F. Develop technology-enhanced learning activities aligned with state standards in core content areas G. Purchase and implement MAP online testing program for elementary and middle schools for Fall and Spring state standard skills assessment H. Purchase and implement Destination Success online learning program for two elementary schools for ELA instruction I. Implement Plato online learning tool for high schools to enhance learning in core content areas J. Implement new district webpage for Curriculum and Instruction that provides links to educational resources for teachers, parents, and students as well as staff development resources for teachers |

I. OBJECTIVES AND STRATEGIES

GOAL: The Aiken County Public School District will use research-proven strategies to provide home, school, and community environments conducive to our students' achieving technological literacy by the end of the eighth grade and to raise the overall level of academic achievement in South Carolina.

| OBJECTIVES | STRATEGIES |
|---|---|
| 1.2 Students will engage in authentic learning activities that are aligned with state standards and that integrate technology, including assistive technology, into the core content. | <p>A. Develop technology-enhanced learning activities aligned with state standards in core content areas</p> <p>B. Continue employment of districtwide technology trainers and supplement school-based technology coaches to offer guidance to schools, educate teachers, and help ensure that lesson plans and activities incorporate a variety of technologies, including those appropriate for students with special needs</p> |
| 1.3 Students will select the appropriate tools to complete authentic, real-life multidisciplinary tasks and will demonstrate technology competence by the end of the eighth grade. | <p>A. Create and use lesson activities in which students employ a variety of technology tools, including assistive technology, to complete authentic multidisciplinary tasks</p> <p>B. Measure student technology proficiency by using surveys and performance-based assessments</p> <p>C. Provide all students, including those with special needs, access to a range of high and low technology solutions, including software, peripherals, and other tools to increase student communication, participation, and collaboration</p> |
| 1.4 The school district and the schools will provide students with an enhanced learning environment through technological tools, including assistive technology, that are designed to promote high academic achievement. | <p>A. Establish school and community learning environments that enable students to use technology for real-world problem solving and research</p> <p>B. Adopt grade-level-appropriate technology standards and integrate them into the curriculum to enable students to fully participate in today's information-rich global society</p> |

II. ACTION LIST

- The school district will coordinate access to an on-line database of technology-infused lesson plans and classroom examples across the core content areas in alignment with the state academic standards, through the SCTLTC Web portal, the Teacher Toolbox, Smart Technology, teacher websites, and district website which contains links to other sources, DISCUS for all schools, and other digital resources.
- The school district will provide access to effective, research-based assistive technologies—including software, peripherals, and other tools to increase student communication, collaboration, and engagement—that will support inclusion of students with disabilities in the core content courses at all grade levels.
- The district will develop strategies to ensure that school improvement plans address the use of technology, including assistive technology, to support a shared learning environment that includes educators, parents, and community members.
- The district will establish grade-level-appropriate technology standards and competencies based on the ISTE NETS-S.
- The district and the schools will ensure improved student achievement test scores in the core content areas, increased student access to technology (shown by the SDE Technology Counts on-line survey).
- Students will be given opportunities to assess the effectiveness of technology tools, including the range of assistive technology, being used for classroom activities.
- The district will complete initial and ongoing assessments to measure increased availability of technology opportunities and resources through the TruAssets web-based IT inventory management system.
- Educators and parents should complete initial and follow-up surveys to ensure that the use of technology, including the range of assistive technology tools, is effective in enhancing student learning.
- The district will identify best practices of seamless technology integration that will be disseminated via on-line resources such as the SCTLTC Web portal and the *South Carolina Technology News* e-magazine, conferences and workshops, and the South Carolina Association for Educational Technology (SCAET) technology project awards.
- The district and schools will develop methods of recognizing student technology achievement.

III. IMPLEMENTATION ACTION STEPS

DISTRICT

- Offer professional development courses using innovative delivery strategies
- Provide teacher opportunities to share effective technology programs at the district annual TechFest and at the South Carolina EdTech conference.
- Encourage local educator, student, and community involvement in the schools via electronic communications and other media.
- Continue employment of school technology coaches and districtwide technology trainers to offer guidance to schools and teachers.
- Work with Special Education Department to ensure effective use of assistive technologies.
- Continue working with teachers in the classroom to create lesson plans that incorporate a variety of technologies into authentic multidisciplinary tasks
- Recognize exemplary technology teachers and students
- Provide opportunities to showcase exemplary student technology projects to the community

SCHOOLS

- Each school includes in their school strategic plan provisions that deal with technology.

IV. FUNDING CONSIDERATIONS

DISTRICT

- Technology professional development
- Technology course development to address different levels
- Technology staff
- Recognition programs
- Technology resources to support standards-based learning across the curriculum
- Technology hardware and software

Learners and Their Environment

V. EVALUATION

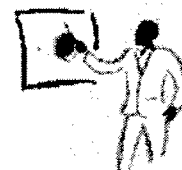
| Objectives | Possible Baseline Data | Possible Data Sources to Be Used for Ongoing Evaluation and End-of-Program Report | Outcomes (Include "action list" items achieved.) | | | | |
|--|--|---|--|--|--|-----------|-----------|
| | | | 2009-2010 | 2010-2011 | 2011-2012 | 2012-2013 | 2013-2014 |
| 1.1 Students will use technology to acquire and demonstrate communication, collaboration, and engagement skills that are aligned with state standards across the curriculum and will thereby increase their level of academic achievement. | <ul style="list-style-type: none"> ▪ Districtwide achievement test scores ▪ District report cards ▪ Technology surveys ▪ District technology plan and school/district strategic plans ▪ District, school, and community surveys ▪ Lesson Plans; Classroom Observations | <ul style="list-style-type: none"> ▪ Districtwide achievement test scores ▪ District and school report cards ▪ Technology surveys ▪ Observations and interviews ▪ Anecdotal records ▪ Documented access to on-line resources ▪ Listing of recognition programs | Teacher and admin observation. Student demonstration of work. | Teacher and admin observation. Student demonstration of work. | Teacher and admin observation. Student demonstration of work. | | |
| 1.2 Students will engage in authentic learning activities that are aligned with state standards and that integrate technology, including assistive technology, into the core content. | | | Teacher and admin observation. Student demonstration of work. | Teacher and admin observation. Student demonstration of work. | Teacher and admin observation. Student demonstration of work. | | |
| 1.3 Students will select the appropriate tools to complete authentic, real-life multidisciplinary tasks and will demonstrate technology competence by the end of the eighth grade. | | | Teacher and admin observation. Student demonstration of work. | Teacher and admin observation. Student demonstration of work. | Teacher and admin observation. Student demonstration of work. | | |
| 1.4 The school district and the schools will provide students with an extended learning environment through technological tools, including assistive technology, that are designed to promote high academic achievement. | Course schedules for VTEL courses in high/middle schools | | Teacher and admin observation. Student demonstration of work. Schedule of student courses with Aiken Tec | Teacher and admin observation. Student demonstration of work. Schedule of student courses with Aiken Tec | Teacher and admin observation. Student demonstration of work. Schedule of student courses with Aiken Tec | | |

TECHNOLOGY DIMENSION 2

PROFESSIONAL CAPACITY

GOAL

The Aiken County Public School District will provide curriculum development and professional development to increase the competency of all ACPS educators so that research-proven strategies and the effective integration of instructional technology systems can be used to increase student achievement.



SNAPSHOT OF CURRENT TECHNOLOGY USE

Meaningful, sustained professional development is the key to ensuring that Aiken County's educators are well-trained in using research-proven technology integration strategies across the curriculum to improve student achievement. Aiken County continues its commitment to professional development by supplying resources, training, and support to enable the district's educators to use technology effectively.

The school district has developed a teacher professional development plan to address the requirements of the technology proficiency proviso. Current teacher proficiency data for Aiken County, as reported in the PCS, show that 674 of the district's 1600 certified personnel, or 42% are deemed technologically proficient.

Additionally, the School Technology Initiative has provided funding directly to the district for technology professional development activities such as graduate courses, recertification courses, workshops, and technical courses. The district's training activities and expenditures are documented using the Office of Technology's on-line professional development tracking system, which enables the school district to share best practices and innovations in technology professional development.

The following technology integration professional development opportunities are available to the Aiken County Public School educators and administrators:

I. Courses

- A. Technology Integration Proficiency in the Classroom - provides the classroom teacher with the skills and resources to integrate technology into the instructional program. This 45 contact hour course is a standards-based course and covers the following topics: Word, Excel, PowerPoint, Internet, peripherals and basic Windows operating instruction. Teachers will demonstrate the application of skills to design instructional units and assessment instruments using technology integration. Participants must demonstrate proficiencies to successfully complete the course.
- B. PowerPoint Potential – provides the classroom teacher with the skills and resources

SNAPSHOT OF CURRENT TECHNOLOGY USE

to use PowerPoint as a multi media tool in presenting classroom lessons. This 45 contact hour course is a standards-based course that includes but is not limited to: technology integration ideas, the development of Power Point lessons for use in the classroom, solving file management issues, integration of sound, and creative planning for use of this dimension of classroom delivery.

- C. Making Tracks - provides the classroom teacher with the skills and the resources to create guided on-line learning experiences through a SEIRTEC program called TrackStar. This 45 contact hour course guides teachers in the use of TrackStar which allows teachers to capture websites and add annotations for students to follow. Teachers will create virtual field trips, visit historic times in history, visit a science laboratory...etc..; the options are limitless. Hands on guidance is given with each teacher required to make several end products that are then to be shared with their peers.
- D. Getting Your Feet Wet – is geared toward teachers who are still computer impaired, but want to gain computer skills in a non-threatening environment. This 45 contact hour course is a standards-based course and covers the following topics: Word, Excel, PowerPoint, Internet, peripherals and basic Windows operating instruction.

II. Mini-courses

A. Provide the classroom teacher with the skills and resources to integrate technology into the instructional program. These mini-courses offer the classroom teacher 10-20 staff development points. These courses will be offered for the following software programs: Word Basic, Word Intermediate, Excel, Internet, PowerPoint, Inspiration, and Integrate Pro 8.0. The Technology Trainers and/or Technology Coaches will provide instruction.

III. Workshops

- a. Content and skill specific 3 or 6-hour workshops provide teachers and administrators with instruction and hands-on practice in programs necessary for integration of curriculum and technology. Instruction is provided by the Technology Trainers, Technology Coaches or through contracted services. These workshops are based on teacher need and conducted at the local school or district lab.
- b. Teachers are directed toward available on-line learning through the district Instructional Technology Website.

Institutions of higher education in South Carolina have been invaluable in helping to provide technology professional development opportunities for the state's public school educators. The SDE has partnered with the University of South Carolina to link lesson plans to the state standards. Offered by ITV in collaboration with USC and SCETV, Teaching in Distance Learning Environments is a course designed to ensure that educators take full advantage of distance-learning strategies and delivery methods. The SDE has also partnered with South Carolina

SNAPSHOT OF CURRENT TECHNOLOGY USE

Educational Television (SCETV) to support the statewide Teacher Training Institute to train teachers in the use of technology in mathematics and science courses. Aiken County teachers are advised of these opportunities

Professional development will be a continuous, long-term commitment for the Aiken County Public School District so that greater teacher proficiency and increased student performance can be realized.

OPERATIONAL PLAN

I. OBJECTIVES AND STRATEGIES

GOAL: The Aiken County Public School District will provide curriculum development and professional development to increase the competency of all Aiken County educators so that research-proven strategies and the effective integration of instructional technology systems can be used to increase student achievement.

OBJECTIVES

STRATEGIES

2.1 The Aiken County Public School District will enable educators to achieve and demonstrate proficiency in integrating state-recommended instructional technology standards (ISTE NETS-A, ISTE NETS-S, and ISTE NETS-T) into their specific area of professional practice to increase student achievement.

- A. Encourage an initial teacher certification process that requires demonstration of proficiency in integrating instructional technology standards
- B. Continue to implement a process that requires teachers to demonstrate ongoing proficiency in integrating instructional technology standards. ACPS conducted an initial on-line assessment of all educators to establish a baseline average for technology proficiency. Educators are required to take one technology course per renewal period to continue to demonstrate proficiency.
- C. Include in the district technology plan a leveled professional development program that provides a guide for teachers to progress from their current levels of ability in using technology, including appropriate assistive technology, to full proficiency
- E. Require district and school administrators to

I. OBJECTIVES AND STRATEGIES

GOAL: The Aiken County Public School District will provide curriculum development and professional development to increase the competency of all Aiken County educators so that research-proven strategies and the effective integration of instructional technology systems can be used to increase student achievement.

| OBJECTIVES | STRATEGIES |
|---|--|
| | demonstrate technology proficiencies based upon the state-recommended standards for administrators (ISTE NETS-A) |
| <p>2.2 The Aiken County School District will provide the schools with full-time multidimensional technology leadership (district trainers and school coaches) whose focus is to ensure that technology is making a significant instructional and administrative impact for students, teachers, and administrators.</p> | <p>A. ACPS employs and will continue to employ two full time technology trainers to implement professional development technology courses, work with staff on integration strategies, lead technology workshops, maintain the Curriculum and Instruction website, design and provide district training for the Integrate Pro grading program.</p> <p>B. Each school in the district has an appointed technology coach to assist teachers with basic technology skills and the integration of the technology into classroom instruction in every school. These technology coaches provide direct training and consultation to teachers in their classrooms, with special emphasis on helping administrators, teachers, and students meet the state-recommended technology standards (ISTE NETS-A, ISTE NETS-T, ISTE NETS-S) as well as helping students to meet the state's content standards in all areas</p> |

I. OBJECTIVES AND STRATEGIES

GOAL: The Aiken County Public School District will provide curriculum development and professional development to increase the competency of all Aiken County educators so that research-proven strategies and the effective integration of instructional technology systems can be used to increase student achievement.

| OBJECTIVES | STRATEGIES |
|---|---|
| <p>2.3 Aiken County Public Schools will collaborate in planning for professional development, ensuring that teachers and district staff are trained to use technology, including assistive technology, to enhance learning.</p> | <p>A. The District will continue to implement its technology plan that (1) is directed by the district's technology leadership, (2) is designed for the district and for each school in the district as applicable, and (3) calls for site-based input from technology committees or teams in each building</p> <p>B. The District technology plan provides professional development for district staff and teachers to be part of assistive technology assessment teams</p> <p>C. The district technology plan includes the training needed to ensure the accessibility of electronic and information technology to students with special needs</p> <p>D. The district technology plan includes the training needed for school and district staff to evaluate software in order to make decisions that ensure the promotion of higher-order thinking skills for all students, including those with special needs. A rubric will be implemented to guide the evaluation of software.</p> <p>E. ACPS will develop a course that will offer suggestions and best practices in technology for the special needs student.</p> |
| <p>2.4 Aiken County Public School District will provide schools with information and training in technology integration so that teachers can use research-based best-practice instructional methods throughout the curriculum.</p> | <p>A. The District will offer professional development activities and training in a variety of ways (i.e., on-site, off-site, on-line, self-paced, and combinations of these methods) to address the technology needs of staff, paying special attention to high-need schools and schools serving economically disadvantaged populations, including students with special needs</p> <p>B. The District provides a direct link to a list of</p> |

I. OBJECTIVES AND STRATEGIES

GOAL: The Aiken County Public School District will provide curriculum development and professional development to increase the competency of all Aiken County educators so that research-proven strategies and the effective integration of instructional technology systems can be used to increase student achievement.

| OBJECTIVES | STRATEGIES |
|--|--|
| | <p>professional development opportunities on the SCTLG (South Carolina: Teaching, Learning, Connecting) Web portal at http://www.sctlc.com and publicize other recognized professional opportunities for educators. This direct link can be found on the ACPS Office of Instruction page on the District website.</p> <p>C. The District will provide professional development opportunities focused on aligning state technology standards with state content standards</p> <p>D. The District will develop alliances with subject, grade, or position-specific professional organizations to promote technology integration throughout the K–12 curriculum</p> <p>E. The District will increase the availability of technology professional development tools to teachers: access to laptop computers and presentation devices, Internet access at the classroom level, interactive on-line access to state curriculum standards and lesson plans, access to Web-based and/or CD-ROM-based training opportunities, and access to state-of-the-art training centers.</p> |
| <p>2.5 The Aiken County Public School District will assess the overall effectiveness of professional development in the area of instructional technology standards and the impact of technology on student achievement.</p> | <p>A. ACPS conducted an initial on-line assessment of all educators to establish a baseline average for technology proficiency. Educators are required to take one technology course per renewal period to continue</p> <p>B. The District will incorporate instructional technology use into current teacher and administrator evaluation processes</p> <p>C. The District will administer evaluations to</p> |

I. OBJECTIVES AND STRATEGIES

GOAL: The Aiken County Public School District will provide curriculum development and professional development to increase the competency of all Aiken County educators so that research-proven strategies and the effective integration of instructional technology systems can be used to increase student achievement.

| OBJECTIVES | STRATEGIES |
|------------|---|
| | determine the effectiveness and impact of the professional development offered to teachers and administrators |

II. ACTION LIST

- School and District leadership committees include participants such as educators (including special educators), therapists, school administrators, parents, and media specialists.
- The District will utilize the expertise of staff members and faculty in school districts and institutions of higher learning.
- A school technology coach will be maintained in every school in every district.
- The two district technology trainers will work closely with the Special Education Department to investigate the best uses of assistive technology.
- The District will submit to the SDE an annual technology plan that documents site-based input and includes a plan for professional development that outlines the technology education offerings and requirements, including assistive technology.
- The school district will provide training to district- and building-level administrators so that they can effectively assess a teacher's ability to integrate technology, including assistive technology, into the curriculum.
- District technology trainers will develop or adopt at least one assistive technology course that addresses professional development needs as determined by a district assistive technology needs assessment. Such a course will be offered in a variety of formats.
- The school district will provide training for assistive technology teams in assistive-technology assessment, options, and curriculum integration.
- The school district will provide training for teachers in using assistive technology tools.
- The school district will provide training in the evaluation of software in order to make decisions that ensure the promotion of higher-order thinking skills for all students, including those with special needs.

II. ACTION LIST

- The district will collect, maintain, and report documentation of teacher technology proficiency on a yearly basis through the PCS.
- The school district will continue to provide an on-line assessment instrument to determine teachers' level of technology proficiency.
- District reports and evaluations of professional development initiatives and reports on the use of technology grant funds will show an increase in access to professional development.

III. IMPLEMENTATION ACTION STEPS

DISTRICT

- Submit a technology plan, including a professional development plan, to the Office of Technology for approval
- Offer ongoing, sustained professional development offerings, maintaining record of attendance and completion.
- Report teacher technology proficiency through the PCS reporting system.
- Initiate partnerships with community entities to create greater access to technology, including assistive technology, and a community learning environment
- Perform random and periodic observations of teacher and administrator performance to measure the impact of professional development in technology
- Administer needs assessments to identify areas of weakness and follow up with assessments that measure the impact of professional development in technology
- Evaluate and adjust technology professional development plans as indicated by needs assessments
- Continue to provide a technology coach for each school
- Continue to support the funding of two district technology trainers

IV. FUNDING CONSIDERATIONS

DISTRICT

- Professional development needs-assessment tools
- Evaluation tools to measure the impact and effectiveness of technology professional development
- Evaluation experts to help show the impact of programs and initiatives
- High-quality sustained professional development programs offered via innovative delivery methods
- School technology coaches' stipend
- District technology trainers' salaries
- Licensing fees for on-line programs and software
- Instructor fees for courses and workshops
- Conference fees

| V. EVALUATION | | | | | | | |
|--|---|--|--|-----------|-----------|-----------|-----------|
| Objectives | Possible Baseline Data | Possible Data Sources to Be Used for Ongoing Evaluation and End-of-Program Report | Outcomes (Include "action list" items achieved.) | | | | |
| | | | 2009-2010 | 2010-2011 | 2011-2012 | 2012-2013 | 2013-2014 |
| 2.1 The ACPS will enable educators to achieve and demonstrate proficiency in integrating state-recommended instructional technology standards (ISTE NETS-A, ISTE NETS-S, and ISTE NETS-T) into their specific area of professional practice to increase student achievement. | <ul style="list-style-type: none">▪ District achievement test scores▪ District and school report cards | <ul style="list-style-type: none">▪ District achievement test scores▪ District and School report cards▪ Professional development surveys | Mini Technology Courses E-Portfolio For all high School faculty | | | | |
| 2.2 The ACPS district will provide the schools with full-time multidimensional technology leadership whose focus is to ensure that technology is making a significant instructional and administrative impact for students, teachers, and administrators. | <ul style="list-style-type: none">• District Annual Report▪ Teacher technology proviso documentation | <ul style="list-style-type: none">▪ Teacher technology proviso documentation▪ Observations and interviews | Technology Rich Media Centers | | | | |
| 2.3 The ACPS district will collaborate in planning for professional development, ensuring that teachers and district staff are trained to use technology, including assistive technology, to enhance learning. | <ul style="list-style-type: none">▪ Professional development surveys and needs assessments | <ul style="list-style-type: none">▪ Anecdotal records▪ Documented access to on-line resources▪ District Training Lab | Instructional Technology Survey District Technology Trainers School Technology Coaches | | | | |
| 2.4 The ACPS district will provide schools with information and training in technology integration so that teachers can use research-based best-practice instructional methods throughout the curriculum. | <ul style="list-style-type: none">▪ District technology plan and school/district strategic plans▪ District Training Lab▪ Technology assessments | <ul style="list-style-type: none">▪ Technology assessments▪ Record of courses and workshops offered▪ Reports of school tech coaches | Instructional Technology Web Site | | | | |

TECHNOLOGY DIMENSION 3

INSTRUCTIONAL CAPACITY

GOAL

The Aiken County Public School District will use current and emerging technology to create learner-centered instructional environments that enhance academic achievement.



SNAPSHOT OF CURRENT TECHNOLOGY USE

Over the past decade, Aiken County Public Schools has made steady strides in acquiring instructional technologies and using these learning tools wisely to increase student achievement. In many schools, technologies such as two-way video, satellite systems, and on-line course delivery tools are used frequently as apparatuses for learning. Grants, local and state funding continue to provide funds for increased access to technologies such as digital cameras, digital camcorders, scanners, personal digital assistants, laptops, and interactive white boards, as well as subject-specific tools such as science probes.

The district has policies for equity of access and acceptable use. Through cooperative learning, engaging activities, and mentoring, schools use technology to enhance the teaching of critical-thinking and real-world skills. Teachers use curriculum-focused technology tools to support the core subject areas.

South Carolina Educational Television (SCETV) has installed a satellite dish and three receivers in every school in the district. The 32-channel satellite system is now broadcasting digital content to all schools, enabling them to access a greater variety of instructional programming. The distance education learning center offers short distance-learning courses for students and teachers. The use of Plato in the high schools allows for credit recovery and the delivery of instruction in all schools including alternative programs.

DISCUS is available to all schools and their students. DISCUS resources include magazine articles, professional periodicals, newspapers, encyclopedias and other reference publications, government documents, lesson plans, maps, photographs, and historic documents.

The School Technology Initiative's two-way interactive video projects began in the summer of 1996. These projects provided South Carolina schools with the connectivity and capacity to integrate the current and rapidly developing telecommunications systems for teaching and learning. By the year 2004, nine schools, one career center, USC-Aiken, Aiken Technical College and the district office, were using two-way audio/video to deliver instruction. Currently, the distance education program serves approximately 302 students that take part in high school and college credit courses. The two-way audio/video systems continue to be used effectively for extending the reach and impact of teaching and learning.

The school district takes advantage of E-rate discounts. These discounts are used to help pay for

SNAPSHOT OF CURRENT TECHNOLOGY USE

video conferencing links, metro Ethernet and wireless links for connecting to the Internet, internal connections, local and long distance phone service, file servers, switches, routers, building wiring, and network operating systems.

The Educational Technology Department works in close partnership with the Division of Instructional Services for the rollout initiatives such as MAPS, Plato, Destination Success, supplemental math and reading instruction through the use of CAI (computer-assisted instruction) labs and other mentor software programs, which help teachers assess student mastery of state academic standards, evaluate student work in accordance with achievement test guidelines, and guide instructional decisions.

Aiken County provides additional appropriate professional development to continue to decrease the digital equity gap in order to reach all students regardless of location or wealth. Educators will continue to use technology for student data management to streamline administrative duties in order to be able to spend more time on teaching the state's academic standards. Teachers will continue to be trained to use data to make informed decisions for continuous improvement and change.

OPERATIONAL PLAN

I. OBJECTIVES AND STRATEGIES

GOAL: The Aiken County Public School District will use current and emerging technology to create learner-centered instructional environments that enhance academic achievement.

| OBJECTIVES | STRATEGIES |
|---|---|
| 3.1 The district will develop a technology framework for local planning that addresses the steps necessary to create a technology-rich environment that will foster increased achievement by all students, including those with special needs. | <p>A. Ensure that curricular design, instructional strategies, and learning environments integrate appropriate technologies (including the range of assistive technology options) to significantly impact teaching and learning</p> <p>B. Facilitate the use of technologies to support and enhance instructional methods (including the use of hardware, software, and assistive technology) that develop higher-level thinking, decision-making, and problem-solving skills</p> |
| 3.2 The district will provide teachers | Provide teachers with access to knowledgeable |

I. OBJECTIVES AND STRATEGIES

GOAL: The Aiken County Public School District will use current and emerging technology to create learner-centered instructional environments that enhance academic achievement.

| OBJECTIVES | STRATEGIES |
|--|---|
| with the technology resources, including assistive technology, necessary to increase academic achievement by engaging students in active learning. | personnel, productivity tools, on-line services, media-based instructional materials, and primary sources of data in settings that enrich and extend teaching goals |
| 3.3 The districts will provide students with access to current and emerging technology resources that will extend their learning beyond the traditional classroom setting and schedule. | Provide students with access to technology, on-line services, and media-based instructional materials, allowing them to select appropriate tools that will enrich and extend their learning |
| 3.4 The school district will provide and support a variety of multimedia equipment and software for teaching and learning. | Communicate via the district technology plan the district's vision for multimedia support for equipment and software designed to support instruction. |

II. ACTION LIST

- The district should conduct technology planning meetings to address curricular design, instructional needs of all teachers, instructional strategies, appropriate learning environments, and the selection of instructional software.
- The Educational Technology Department should meet with the Special Education Department to address the inclusion of appropriate assistive technology into curricular design, instructional strategies, and learning environments (general and special education).
- The school district will continue to pursue funding opportunities such as grants to provide funds to acquire and maintain hardware and software for use in classroom instruction.
- The school district will continue to pursue funding opportunities such as grants to acquire and maintain assistive technology for use in classroom instruction and home access when appropriate.
- Student projects should display products resulting from the integration of technology into the core curriculum areas and documentation of student presentations that illustrate the ability to synthesize and analyze information.
- The school district will continue to pursue funding opportunities, such as grants, to maintain

II. ACTION LIST

existing hardware and software for use in the CAI labs to supplement math and reading instruction, as well as other content areas.

III. IMPLEMENTATION ACTION STEPS

DISTRICT

- Conduct technology curriculum planning meetings
- Evaluate hardware and software for desirable student outcomes and standardize selection when appropriate
- Designate technology coaches and trainers
- Offer ongoing, sustained professional development training
- Update yearly teacher technology proficiency through the PCS reporting system
- Initiate partnerships with community entities to create greater access to technology and a community learning environment
- Pursue funding opportunities such as grants to acquire and maintain hardware, instructional software, and assistive technology
- Pursue the delivery of courses for students and professional development courses for teachers via innovative methods

SCHOOLS

- Conduct technology curriculum planning meetings
- Appoint a school technology coach to support teachers
- Survey students to assess information literacy and the integration of technology into the classroom
- Pursue funding opportunities such as grants to acquire and maintain hardware, instructional software, and assistive technology

IV. FUNDING CONSIDERATIONS

DISTRICTS

- Evaluation tools to measure the impact and effectiveness of the integration of technology with regard to student achievement
- Evaluation experts to help show the impact of programs and initiatives
- Distance learning
- School technology coach implementation
- Professional development
- Software and licensing fees

V. EVALUATION

| Objectives | Possible Baseline Data | Possible Data Sources to Be Used for Ongoing Evaluation and End-of-Program Report | Outcomes (Include "action list" items achieved.) | | | | |
|--|---|---|---|-----------|-----------|-----------|-----------|
| | | | 2009-2010 | 2010-2011 | 2011-2012 | 2012-2013 | 2013-2014 |
| 3.1 The district will develop a technology framework for local planning that addresses the steps necessary to create a technology-rich environment that will foster increased achievement by all students, including those with special needs. | <ul style="list-style-type: none"> ▪ Districtwide achievement test scores ▪ Technology readiness and access surveys ▪ District & School report cards | <ul style="list-style-type: none"> ▪ Districtwide achievement test scores ▪ District & School report cards ▪ Technology readiness and access surveys | Technology/ Instructional Committee Instructional Technology Survey | | | | |
| 3.2 The district will provide teachers with the technology resources, including assistive technology, necessary to increase academic achievement by engaging students in active learning. | <ul style="list-style-type: none"> ▪ Teacher technology proficiency reports ▪ District technology plan and | <ul style="list-style-type: none"> ▪ Teacher technology proficiency reports ▪ Observations and interviews | Teacher Toolbox TestView PowerTeacher Gradebook | | | | |

| V. EVALUATION | | | | | | | |
|--|--|---|--|-----------|-----------|-----------|-----------|
| Objectives | Possible Baseline Data | Possible Data Sources to Be Used for Ongoing Evaluation and End-of-Program Report | Outcomes (Include "action list" items achieved.) | | | | |
| | | | 2009-2010 | 2010-2011 | 2011-2012 | 2012-2013 | 2013-2014 |
| 3.3 The district will provide students with access to current and emerging technology resources that will extend their learning beyond the traditional classroom setting and schedule. | school/district strategic plans <ul style="list-style-type: none">Technology assessmentsDocumentation of offerings provided via innovative delivery methods | <ul style="list-style-type: none">Anecdotal recordsDocumented access to on-line resourcesTechnology assessmentsDocumentation of offerings provided via innovative delivery methods | Internet Access All classrooms Computer Labs Synergistics VTEL | | | | |
| 3.4 The district will provide and support a variety of multimedia equipment and software for teaching and learning. | | | Technology Coaches Technology Specialists in All areas. | | | | |

TECHNOLOGY DIMENSION 4

COMMUNITY CONNECTIONS



GOAL

The Aiken County Public School District will increase student achievement through the use of technology, including assistive technology, by maximizing community involvement and community partnerships.

SNAPSHOT OF CURRENT TECHNOLOGY USE

Computer labs, media centers, and classrooms are the primary technology resources available to the community beyond the school day. Aiken County's schools have employed various strategies to provide student, parents, and community members with after-hours access to technology.

Aiken County Public Schools' major methods of communication between home, school, and community are e-mail, telephone, homework hotlines, voice mail, school newsletters, district annual report, and Web sites. School media centers and/or computer labs are used after normal school hours.

Aiken County Public Schools has partnerships with many community and business entities. An example is Aiken County's partnership with Public Education Partners to provide a Synergistic lab and software to a middle school. Also, the Sertoma Clubs of Aiken have provided sound amplification systems for many of the classrooms. Aiken Tech Prep Consortium has provided computers, calculators and training at several high schools.

OPERATIONAL PLAN

I. OBJECTIVES AND STRATEGIES

GOAL: The Aiken County Public School District will increase student achievement through the use of technology, including assistive technology, by maximizing community involvement and community partnerships.

| OBJECTIVES | STRATEGIES |
|--|--|
| <p>4.1 The district will establish community technology partnerships and collaborations by providing tools, resources, and training that support student transition, achievement, and outcomes. (The term <i>community</i> includes parents, businesses, state and local agencies, nonprofit groups, and institutions of higher education.)</p> | <ul style="list-style-type: none"> A. Form district-community partnerships to provide students with real-world experiences in the use of technology, including assistive technology, that enhance academic achievement B. Form district-community partnerships to help research and evaluate school and district technology projects C. Provide recognition/reward programs and/or incentives for partnerships showing impact D. Write community-collaborative technology grants to develop and fund the use of technology to improve teaching and learning E. Form district-community partnerships to facilitate the use of technology, including assistive technology, in the public schools and to improve outcomes for students transitioning from school to work or higher education |
| <p>4.2 The district will fully utilize all available resources by fostering collaboration and cooperation among state-supported organizations, institutions, and initiatives.</p> | <ul style="list-style-type: none"> A. Identify all of the organizations, institutions, and initiatives that are currently focused on instructional technology applications B. Partner with other school districts as well as community entities to collaborate in order to provide assistive technology demonstration, loan, and assessment for students with special needs |
| <p>4.3 The district will provide after-hours training and community access to labs, media centers, and classrooms.</p> | <ul style="list-style-type: none"> A. Create and publish flexible schedules of after-hours technology access and training for students, parents, teachers, and community members |

I. OBJECTIVES AND STRATEGIES

GOAL: The Aiken County Public School District will increase student achievement through the use of technology, including assistive technology, by maximizing community involvement and community partnerships.

| OBJECTIVES | STRATEGIES |
|---|---|
| | B. Create opportunities for access to facilities for after-hours assistive technology training for students, parents, teachers, and community members |
| 4.4 The district will ensure that all their buildings are linked by the Internet to the State Library's DISCUS databases and to the Web sites of universities, museums, and other institutions to facilitate virtual communication between home, school, and community. | Create links on the district web site to community and instructional sites. |

II. ACTION LIST

- District and schools should initiate and increase community collaborations that give students, teachers, and members of the local community increased access to and training in technology, including assistive technology.
- District and school community partnerships are reported and recognized at the school board meetings.
- District and schools should schedule available times for after-hours technology access and training.
- District should maintain logs of professional development, community offerings, and internship opportunities in technology.
- District should maintain logs of partnerships and their role in helping research and evaluate technology projects.
- The school district should seek collaborations with outside entities in the demonstration, loan, and assessment of assistive technology.
- District will investigate the formation of consortia among local education agencies, business and industry, public entities, private organizations, museums, libraries, colleges, and private schools for the full utilization of technology and assistive technology expertise.
- The district will investigate utilizing its web site to publish a list of volunteers for possible technology partnerships to benefit that district's schools.

III. IMPLEMENTATION ACTION STEPS

DISTRICT

- Submit a technology plan, including a professional development plan, to the Office of Technology for approval
- Encourage flexible lab, media center, and classroom hours among schools, including opportunities for community members to see and try assistive technology
- Initiate partnerships with community entities to create greater access to technology and a community learning environment
- Initiate partnerships with community entities to research technology projects
- Include members of the community in writing technology grants to develop and fund better teaching and learning through technology, including assistive technology
- Utilize the Web site to publish a list of volunteers for possible technology partnerships
- Measure access and use of school technology facilities

SCHOOLS

- Each school includes in their school strategic plan provisions that deal with technology.

IV. FUNDING CONSIDERATIONS

DISTRICT

- High-quality sustained community training technology programs offered via innovative delivery methods
- Facility operation beyond the regular school day
- District survey administration, collection and analysis, and reporting
- Grant-writing experts and workshops

SCHOOLS

- Facility operation beyond the regular school day.

| V. EVALUATION | | | | | | | |
|---|--|--|---|-----------|-----------|-----------|-----------|
| Objectives | Possible Baseline Data | Possible Data Sources to Be Used for Ongoing Evaluation and End-of-Program Report | Outcomes (Include “action list” items achieved.) | | | | |
| | | | 2009-2010 | 2010-2011 | 2011-2012 | 2012-2013 | 2013-2014 |
| 4.1 The school district will establish community technology partnerships and collaborations by providing tools, resources, and training that support student transition, achievement, and outcomes. (The term <i>community</i> includes parents, businesses, state and local agencies, nonprofit groups, and institutions of higher education.) | <ul style="list-style-type: none">▪ Districtwide achievement test scores▪ Community technology access surveys▪ Lab, media center, and classroom schedules▪ District technology plan and school/district strategic plans | <ul style="list-style-type: none">▪ Districtwide achievement test scores▪ Community technology access surveys▪ Lab, media center, and classroom schedules▪ District technology plan and school/district strategic plans | Public Education Partners Parent Portal ACSD Web Page for Parents | | | | |
| 4.2 The school district will fully utilize all available resources by fostering collaboration and cooperation among state-supported organizations, institutions, and initiatives. | <ul style="list-style-type: none">▪ Documentation of offerings provided via innovative delivery methods▪ School building accessibility | <ul style="list-style-type: none">▪ Observations and interviews▪ District and school Web site information▪ Documentation of offerings provided via innovative delivery methods | State Dept. Web Page Instructional Technology Web Page | | | | |

| | | | | | | | |
|--|---|---|--------------------------------|--|--|--|--|
| <p>4.3</p> <p>The school district will provide after-hours training and community access to labs, media centers, and classrooms.</p> | <p>Documentation of offerings provided by innovative delivery methods</p> | <p>Documentation of offerings provided by innovative delivery methods</p> | <p>School-sponsored events</p> | | | | |
| <p>4.4</p> <p>The school district will ensure that all their buildings are linked by LAN, WAN, and/or the Internet to the State Library's DISCUS databases and to the Web sites of universities, museums, and other institutions to facilitate virtual communication between home, school, and community.</p> | | | <p>District WAN</p> | | | | |

TECHNOLOGY DIMENSION 5

SUPPORT CAPACITY

GOAL

The Aiken County Public School District will expand and support technology resources to assist educators and learners in meeting the state academic standards.



SNAPSHOT OF CURRENT TECHNOLOGY USE

Aiken County Schools recognizes the vital role of technology support systems to provide the foundation for teaching, learning, communication, and administration. Aiken County Public Schools' investment in technology resources can be seen in the amount of hardware, software and connectivity available to the schools. District goals have been met in critical areas such as instructional and administrative servers per school, schools and offices connected to a wide-area network (WAN), the number of Windows-based computers per school, computer labs in schools, and the technology rich resources in the media centers. Infrastructure and connectivity was a priority—a fact demonstrated by the Aiken County School Board approving the first three-year technology plan from 1996-1999. In addition to hardware, factors of paramount importance are operating system platforms, application server software, web-based software, adequate support, technical assistance, maintenance, daily operations, and upgrades. Funding programs such as Technology Grants, E-Rate, and state technology dollars have helped all schools make building, network, and technical repairs.

In 1995, Aiken County received state allocated funds used specifically for connectivity, technology hardware and software. The decision was made in 1996 to expand the existing school and district networks to all K–12 classrooms, to expand 2-way audio/video (V-TEL) in all high schools, district offices, Freedman Parenting Center, and Pinecrest Educational and Opportunity Academy. The district network consists of a 9MB DS3 circuit for Internet traffic and a 3MB circuit for internal WAN traffic.

Aiken County Schools provides technical support from the district office by providing six technology specialists housed in the schools, two networking specialists, one hardware technician, two technology trainers, and software support specialists. Aiken County Schools has applied and received E-Rate funding since 1997. More recently, the district participated with the State's Office of the CIO in upgrading T1 circuits to metro Ethernet circuits on a fiber backbone in 32 schools. Middle schools received 10MB Ethernet circuits and high schools received 100MB Ethernet circuits. Five remaining schools will receive 45MB wireless circuits.

Steady progress continues to be made in implementing and improving technology-driven data collection systems. Technical assistance is provided by the Aiken County Technology Department. Additional support is received through SDE's Office of Technology and the Office of the State CIO. The SASI (student-information collection system) program enables the school district to keep a dynamic districtwide database of all available student data. The Excent Program (special education software system) program enables all special education teachers to develop

SNAPSHOT OF CURRENT TECHNOLOGY USE

IEP's and allow for district reporting of data to the state. PowerTeacher allows all teachers to electronically maintain all grades. Through ongoing centralized planning and implementation, technical and administrative services and support can be efficiently provided to streamline operations and improve services.

OPERATIONAL PLAN

I. OBJECTIVES AND STRATEGIES

GOAL: The Aiken County School District will expand and support technology resources to assist educators and learners in meeting the state academic standards.

| OBJECTIVES | STRATEGIES |
|--|---|
| <p>5.1 The school district will ensure that all students, including those with special needs, and teachers have access to electronic information resources.</p> | <p>A. Maintain a technology inventory that includes the status of current network/Internet access, workstations and other devices available for access, software applications available for addressing state academic standards, peripherals, and other factors related to universal access to network resources</p> <p>B. Conduct needs assessments (1) to identify required network components, workstations, and other devices needed for network access, including assistive technology devices, and (2) to identify and evaluate software applications required to meet academic needs as well as peripherals and other resources required to create universal access to network resources</p> <p>C. Create a district strategic plan for acquiring and implementing the technology, including assistive technology, that is required to provide universal access to network resources</p> <p>D. Develop the district strategic plan with input from all segments of the school community—students, teachers, therapists, administrators, parents, community members, community agencies, and local businesses—and include in the plan a mechanism for review and revision</p> |

I. OBJECTIVES AND STRATEGIES

GOAL: The Aiken County School District will expand and support technology resources to assist educators and learners in meeting the state academic standards.

| OBJECTIVES | STRATEGIES |
|---|---|
| | <p>as needed</p> <p>E. Seek school and district funding from available local, state, and federal sources, including E-rate, grants, and bonds</p> |
| <p>5.2 The school district will ensure that their schools have an integrated, secure network infrastructure with dynamic bandwidth capacity to support fully converged networks that allow for communication, data collection and distribution, and distance learning.</p> | <p>A. Communicate in the district technology plan a vision for multimedia infrastructure designed to support instruction</p> <p>B. Establish a system for identifying, specifying, prioritizing, and managing equipment for multimedia development in direct support of curricular and professional development objectives</p> <p>C. Ensure the installation, maintenance, and support of multimedia-capable teacher stations in classrooms including data projectors to support large-group instruction</p> <p>D. Research and implement an integrated network infrastructure capable of utilizing all distribution modules</p> <p>E. Use bundled distribution packages as a primary means of distribution to manage fully converged networks</p> <p>F. Install and maintain networks, virus protection, and Internet filtering according to industry standards by implementing systemic, state-of-the-art network security tools at all levels of access to LANs, WANs, and other networks</p> <p>G. Assess LAN/WAN technology currently implemented to determine SNMP (simple network management protocol) compliance</p> <p>H. Implement a district network management tool that performs automated software installation</p> |
| <p>5.3 The school district will have qualified technical staff, including one</p> | <p>A. Develop statewide minimum staffing requirements and job descriptions, with a state-</p> |

I. OBJECTIVES AND STRATEGIES

GOAL: The Aiken County School District will expand and support technology resources to assist educators and learners in meeting the state academic standards.

| OBJECTIVES | STRATEGIES |
|---|---|
| networking engineer per WAN or per ten LANs, one networking technician per LAN, and one end-user support technician per every five hundred users. | <p>guided salary schedule, for the positions of networking engineer, networking technician, educational technology director, and support technician</p> <p>B. Provide state-level network support for district engineers</p> <p>C. Appoint a district network manager who will lead a committee in identifying and evaluating network management tools that will meet the needs of the district</p> |
| 5.4 The school district will implement a disaster recovery plan for all points of failure in LANs and WANs, including redundant data storage, robust automated backup, and immediate hardware recovery. | <p>A. Ensure that disaster recovery plans are included in the district technology plan</p> <p>B. Ensure that schools will have electrical distribution systems that provide isolated circuits in all classrooms and redundant power sources for mission-critical equipment</p> <p>C. Implement a district management application that monitors bandwidth on the LAN and WAN and provides network failure alarms that can be accessed remotely</p> |
| 5.5 The school district will implement obsolescence and upgrade plan to replace and recycle equipment and software. | Ensure that the obsolescence and upgrade plans are included in the district technology plan |
| 5.6 The school district will increase their ability to design Web pages and Web-based instruction that are accessible to students and staff with special needs in accordance with Section 508 of the Rehabilitation Act of 1973 as amended by the Workforce Improvement Act of 1998. | Provide training in basic Web page accessibility principles to staff, teachers—and, when appropriate, students—who design Web pages as part of the curriculum |

II. ACTION LIST

- District should have access to a database with a complete technology inventory, including assistive technology, showing the type of equipment/device, its location, its use, peripherals to which it has access, applications to which it has access, and other relevant information.
- District should maintain a needs-assessment document showing technology-based resources and applications required to address the mission of the district, including networking, hardware/devices, and software applications as well as assistive technology.
- District should include in their local budgets line items for technology, including assistive technology, with sufficient funding to implement the designated strategies.
- District should publish a procedure for the perpetual review of equipment used in multimedia development processes. Reviews should quantify equipment and processes by their impact on teaching and learning.
- District should maintain a strategic plan for acquiring and implementing technology, including assistive technology, for universal access to network resources. This document should show the strategies for addressing the identified needs, the persons responsible for addressing and completing each strategy, and the resources/funds necessary to fully implement the strategies.
- District technology plans should include a strategic vision for building a multimedia infrastructure to support instruction.
- District technology plans should include a disaster recovery plan.
- District technology plans should include obsolescence and upgrade plan, including strategies to refurbish, resell, recycle, or donate obsolete devices.
- District policies outlined in district technology plans should include security accountability, virus protection, and Internet filtering guidelines.
- District technology plans should provide for outlets and amperage and for meeting industry standards and building codes.
- District should use professional discussion groups to share the results of their research about the implementation of integrated network infrastructures and bundled distribution practices.
- District should have records to show that they have assessed their current LAN/WAN technology.
- District network managers should provide the district office with quarterly reports of statistics on bandwidth utilization.
- District should use the SDE Technology Counts on-line survey to report on their use of network management tools.
- District should ensure that new school construction provides for isolated power in each classroom, computer lab, telecommunications closet, and work area.
- Districts should provide UPS (uninterruptible power supply) systems for all critical

II. ACTION LIST

equipment.

- Districts should use the minimum staffing and salary requirements for the positions specified in objective 5.3.
- Districts should have a network manager in place.
- District staff, teachers, and students should be aware of basic Web accessibility guidelines when designing Web pages.
- Districts should designate a Web accessibility resource person to coordinate training and information sharing among district personnel.

III. IMPLEMENTATION ACTION STEPS

DISTRICT

- Maintain technology inventories, including assistive technology
- Conduct needs assessments to identify required technology, including assistive technology
- Create a strategic technology plan that includes strategies for acquiring, managing, and implementing required technology, including assistive technology
- Implement a district disaster recovery plan and an obsolescence and upgrade plan
- Seek funding from local, state, and federal sources
- Encourage and publicize flexible access schedules
- Create a vision for a multimedia infrastructure
- Encourage schools to provide multimedia-capable workstations
- Research and implement an integrated network infrastructure
- Use bundled distribution packages to manage fully converged networks
- Install and maintain secure networks
- Employ staff for adequate network maintenance and support
- Implement a district management application that monitors bandwidth on the LAN and WAN
- Ensure that schools have adequate electrical distribution systems
- Publish procedures and schedules for review of equipment and software used in multimedia development including rubrics for judging impact on teaching and learning
- Provide schools with the necessary guidance and training in creating Web pages to ensure that electronic information is accessible to students and teachers with special needs

SCHOOLS

- Each school includes in their school strategic plan provisions that deal with acquiring and implementing required technology, including assistive technology.
- Seek funding from local, state, and federal sources
- Create flexible schedules for access to technology
- Provide multimedia-capable workstations

IV. FUNDING CONSIDERATIONS

DISTRICT

- Total cost of ownership (TCO) calculation to determine the allocation per student per year necessary to keep the pace with the need for access to network resources [Consortium for School Networking's TCO tool available on-line at <http://www.classroomtco.org>]
- Technology committee meetings to develop products such as the multimedia infrastructure plan and the disaster recovery plan
- Multimedia teacher workstations including data projectors
- Interactive white boards
- Hardware and software to secure all LANs and WANs to comply with district, state, and industry standards
- Technology director, networking engineer, and networking technician
- Equipment inventory assessment program
- Isolated circuit plan
- Support planning
- Technology needs assessments and surveys
- Maintenance on networked instructional software applications
- Maintenance on school attendance scanners
- Maintenance contracts on networking operating system software, anti-virus software, filtering software, routers, and file servers

SCHOOLS

- Software support maintenance for automated library cataloging/circulation software
- Multimedia teacher workstations including data projectors
- Interactive white boards
- Network printers
- Printing supplies
- Tape backup media for file servers as part of the disaster recovery plan

| V. EVALUATION | | | | | | | |
|---|--|---|---|-----------|-----------|-----------|-----------|
| Objectives | Possible Baseline Data | Possible Data Sources to Be Used for Ongoing Evaluation and End-of-Program Report | Outcomes (Include "action list" items achieved.) | | | | |
| | | | 2009-2010 | 2010-2011 | 2011-2012 | 2012-2013 | 2013-2014 |
| 5.1 The school district will ensure that all students, including those with special needs, and teachers have access to electronic information resources. | <ul style="list-style-type: none">• Districtwide achievement test scores• District and school report cards• Professional development tracking and surveys• District, school, and community surveys• District technology plan and school/district strategic plans• Documented access to technology resources• Technology needs assessments• SDE Technology Counts on-line survey• Budget data• State personnel reports | <ul style="list-style-type: none">• Districtwide achievement test scores• District and school report cards• Professional development tracking and surveys• Observations and interviews• Documented access to technology resources• District, school, and community surveys• District technology plan and school/district strategic plans• Documented access to technology resources• Technology needs assessments | Technology-rich resources in all school buildings Smartboards | | | | |
| 5.2 The school district will ensure that their schools have an integrated, secure network infrastructure with dynamic bandwidth capacity to support fully converged networks that allow for communication, data collection and distribution, and distance learning. | | | District email services for all faculty Filtering Anti-virus software | | | | |
| 5.3 The school district will have qualified technical staff, including one networking engineer per WAN or per ten LANs, one networking technician per LAN, and one end-user support technician per every five hundred users. | | | District Technology Department | | | | |
| 5.4 The school district will implement a disaster recovery plan for all points of failure in LANs and WANs, including redundant data storage, robust automated backup, and immediate hardware recovery. | | | Maintenance Contracts on all core equipment Contracted Services. Redundent networking equipment | | | | |

V. EVALUATION

| Objectives | Possible Baseline Data | Possible Data Sources to Be Used for Ongoing Evaluation and End-of-Program Report | Outcomes (Include "action list" items achieved.) | | | | |
|--|------------------------|--|--|-----------|-----------|-----------|-----------|
| | | | 2009-2010 | 2010-2011 | 2011-2012 | 2012-2013 | 2013-2014 |
| 5.5 The school district will implement obsolescence and upgrade plan to replace and recycle equipment and software. | | <ul style="list-style-type: none"> SDE Technology Counts on-line survey Budget data State personnel reports | Business Ed replacement coordination Available replacement hardware | | | | |
| 5.6 The school district will increase their ability to design Web pages and Web-based instruction that are accessible to students and staff with special needs in accordance with Section 508 of the Rehabilitation Act of 1973 as amended by the Workforce Improvement Act of 1998. | | | DreamWeaver Microsoft Frontpage Moodle | | | | |

CUMULATIVE TARGETS AND BENCHMARKS

Note: These targets and benchmarks will be monitored and adjusted annually in the report to the people of South Carolina.

2007-2008

Learners and Their Environment

- Thirty-five percent of the district's students will have demonstrated their acquisition of grade-level-appropriate competencies as well as their use of a variety of technology tools to complete authentic tasks.
- Thirty percent of the district's students will possess effective communication skills and technology literacy as evidenced by teacher and student technology projects and by successfully completing the keyboarding course.
- Introduce new technologies for the classroom (LCD projectors, and Interactive White Boards).
- Introduce changes to the Internet Acceptable Use Policy so that new technologies can be implemented in the school district.

Professional Capacity

- Sixty percent of Aiken County's teachers will possess technology proficiency as evidenced by teacher technology proficiency assurance forms. Fifty percent of the district's teachers will also demonstrate proficiency by keeping a journal of course experiences interacting with the school technology coach, and integrating technology into the curriculum to teach the state curriculum standards.
- Ten percent of the schools will have an assistive technology coach who trains teachers and visits classrooms to help teachers integrate assistive technology into the curriculum.

Instructional Capacity

- Thirty-five percent of the district's teachers will integrate technology and information literacy skills into their teaching of the South Carolina academic standards as evidenced by the technology proficiency assurance forms.
- Thirty percent of students will meet the information literacy and technology skills for their grade level as found on the SDE's performance matrix for information literacy and technology education.

Community Connections

- The district will show a 10 percent yearly increase in community collaborations that result in better teacher and student access to technology, better teacher and student use of technology, more teacher and student real-world experiences in technology-related fields, more research and evaluation of technology projects, and more community collaboration technology grants submitted and dollars funded.
- Thirty percent of the district website will contain links to community participants and partners who can provide services to supplement the curriculum.
- Twenty percent of the district's elementary, middle, and high schools will provide access to technology-related facilities after hours for parents, teachers, and community members.

Support Capacity

- Sixty percent of the district will include in the technology plan an assessment of current technology needs, current technology inventory, and current technology support strategies.

2008-09

Learners and Their Environment

- Forty percent of the district's students will have demonstrated their acquisition of grade-level-appropriate competencies as well as their use of a variety of technology tools to complete authentic tasks.

- Forty percent of the district's students will possess effective communication skills and technology literacy as evidenced by teacher and student performance and by presentations at technology conferences and fairs.

Professional Capacity

- Sixty percent of Aiken County's teachers will possess technology proficiency as evidenced by teacher technology proficiency assurance forms. Sixty percent of the district's teachers will also demonstrate proficiency by keeping a journal of course experiences interacting with the school technology coach, and integrating technology into the curriculum to teach the state curriculum standards.
- Twenty percent of the schools will have an assistive technology coach who trains teachers and visits classrooms to help teachers integrate assistive technology into the curriculum.

Instructional Capacity

- Forty percent of the district's teachers will integrate technology and information literacy skills into their teaching of the South Carolina academic standards as evidenced by the technology proficiency assurance forms.
- Forty percent of students will meet the information literacy and technology skills for their grade level as found on the SDE's performance matrix for information literacy and technology education.

Community Connections

- The district will show a 20 percent yearly increase in community collaborations that result in better teacher and student access to technology, better teacher and student use of technology, more teacher and student real-world experiences in technology-related fields, more research and evaluation of technology projects, and more community collaboration technology grants submitted and dollars funded.
- Forty percent of the district website will contain links to community participants and partners who can provide services to supplement the curriculum.
- Thirty percent of the district's elementary, middle, and high schools will provide access to technology-related facilities after hours for parents, teachers, and community members.

Support Capacity

- Seventy percent of the district will include in the technology plan an assessment of current technology needs, current technology inventory, and current technology support strategies.

2009-10

Learners and Their Environment

- Fifty percent of the district's students will have demonstrated their acquisition of grade-level-appropriate competencies as well as their use of a variety of technology tools to complete authentic tasks.
- Fifty percent of the district's students will possess effective communication skills and technology literacy as evidenced by teacher and student performance and by presentations at technology conferences and fairs.

Professional Capacity

- Seventy percent of Aiken County's teachers will possess technology proficiency as evidenced by teacher technology proficiency assurance forms. Seventy percent of the district's teachers will also demonstrate proficiency by keeping a journal of course experiences interacting with the school technology coach, and integrating technology into the curriculum to teach the state curriculum standards.
- Thirty percent of the schools will have an assistive technology coach who trains teachers and visits classrooms to help teachers integrate assistive technology into the curriculum.

Instructional Capacity

- Fifty percent of teachers will integrate technology and information literacy skills into their teaching of the South Carolina academic standards as evidenced by the technology proficiency assurance forms.

- Fifty percent of students will meet the information literacy and technology skills for their grade level as found on the SDE's performance matrix for information literacy and technology education.

Community Connections

- The district will show a 30 percent yearly increase in community collaborations that result in better teacher and student access to technology, better teacher and student use of technology, more teacher and student real-world experiences in technology-related fields, more research and evaluation of technology projects, and more community collaboration technology grants submitted and dollars funded.
- Fifty percent of the district website will contain links to community participants and partners who can provide services to supplement the curriculum.
- Forty percent of the district's elementary, middle, and high schools will provide access to technology-related facilities after hours for parents, teachers, and community members.

Support Capacity

- Eighty percent of the district will include in the technology plan an assessment of current technology needs, current technology inventory, and current technology support strategies.

2010-11

Learners and Their Environment

- Sixty percent of the district's students will have demonstrated their acquisition of grade-level-appropriate competencies as well as their use of a variety of technology tools to complete authentic tasks.
- Sixty percent of the district's students will possess effective communication skills and technology literacy as evidenced by teacher and student performance and by presentations at technology conferences and fairs.

Professional Capacity

- Eighty percent of Aiken County's teachers will possess technology proficiency as evidenced by teacher technology proficiency assurance forms. Eighty percent of the district's teachers will also demonstrate proficiency by keeping a journal of course experiences interacting with the school technology coach, and integrating technology into the curriculum to teach the state curriculum standards.
- Forty percent of the schools will have an assistive technology coach who trains teachers and visits classrooms to help teachers integrate assistive technology into the curriculum.

Instructional Capacity

- Sixty percent of teachers will integrate technology and information literacy skills into their teaching of the South Carolina academic standards as evidenced by the technology proficiency assurance forms.
- Sixty percent of students will meet the information literacy and technology skills for their grade level as found on the SDE's performance matrix for information literacy and technology education.

Community Connections

- The district will show a 40 percent yearly increase in community collaborations that result in better teacher and student access to technology, better teacher and student use of technology, more teacher and student real-world experiences in technology-related fields, more research and evaluation of technology projects, and more community collaboration technology grants submitted and dollars funded.
- Sixty percent of the district website will contain links to community participants and partners who can provide services to supplement the curriculum.
- Fifty percent of the district's elementary, middle, and high schools will provide access to technology-related facilities after hours for parents, teachers, and community members.

Support Capacity

- Ninety percent of the district will include in the technology plan an assessment of current technology needs, current technology inventory, and current technology support strategies.

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Appendix 1: No Child Left Behind Action Plan

- 1. Describe how your district will use federal funds under Enhancing Education Through Technology (Ed Tech) section to improve the student academic achievement, including the technology literacy, of all students attending schools served.*

Enhancing Education Through Technology Formula Sub-grant Program

The district utilizes the federal funds under Enhancing Education Through Technology (E2T2) to provide technology funding to schools. These formula grant funds provide professional development opportunities to teachers. The E2T2 formula grant provides additional pay for school-based technology coaches to assist and train teachers in their schools.

This project will accomplish two goals: 1). To increase student achievement and 2). To increase teacher technology proficiency and the use of technology in instruction and assessment. These are continuing goals in the district based on data gathered and reported specifically since the implementation of PACT testing in grades three through eight and the state's proviso on teacher technology proficiency.

District data demonstrates the need to improve student achievement in English/Language Arts and Math and to maintain levels of achievement. (Complete testing data, available on the state website, shows discrepancies between groups as well as low levels of achievement in science and social studies.) With the requirements of No Child Left Behind, students must move beyond meeting Basic to Proficient and Advanced levels of achievement. The District maintains that access to and use of technology by students and teachers will bring these results. Providing sustained professional development to teachers for improving the teacher's ability to integrate technology into the curriculum will directly affect student academic achievement.

The District implemented MAP (Measures of Academic Progress) in 2007-2008 for all elementary and middle schools to provide teachers the data to assess students' mastery of reading, ELA and math standards using diagnostic tests. These tests are all done on-line with results, diagnosis and disaggregated data immediately available to teachers. The District also installed Testview (a web-based student data aggregation warehouse) for all schools to provide all testing (both state and local) and demographic data to teachers to better align and refine instruction.

The District has funded two District Technology Specialists who have a Masters in Educational Technology and work throughout the district providing professional development for teachers and administrators. They provide training for the identified technology coaches in each school using a train the trainer model. The E2T2 formula grant provides additional pay for these school technology coaches to assist and train teachers in their schools. Administrators have noted an increase in teachers' use of technology in instruction and assessment. Based on these findings, this grant proposes to continue funding the local tech coaches in each school to provide professional development for teachers and administrators.

The use of school technology coaches will continue to provide teachers with **site-based professional development** in technology skills and the uses of technology for instruction and assessment, leading to teacher proficiency and increased student learning and achievement.

Scientific-based research has demonstrated that technology used in instruction and learning increases student motivation and learning. By targeting instruction and assessment to the state academic standards, student achievement increases. The use of this formula grant

money will contribute to the district's efforts to increase teacher knowledge and use of technology including interactive white boards, resulting in increased student learning and achievement.

- 2. Describe your district's specific goals for using advanced technology to improve student academic achievement, aligned with challenging State academic content and student academic achievement standards. This explanation should include a description of the curriculum and teaching strategies that integrate technology effectively into curricula and instruction, based on an intensive review of relevant research.***

GOAL: Through the use of technology in the classroom, students will master higher the state academic standards, thus improving in test achievement. Teachers and students will demonstrate technology proficiency.

Teachers are using technology in the classroom for information, demonstration, research and assessment. In creating the learning environment for students, technology is an integral part. It will address the diverse needs of students.

To accomplish the goal, teachers must first become proficient in the integration of technology, hence the numerous staff development opportunities. Certified Technology Trainers and technology coaches will provide comprehensive, sustained professional development for teachers and administrators.

- 3. Describe the steps the district will take to ensure that all students and teachers in schools served by the local educational agency have increased access to educational technology.***

Wireless computer carts have been provided to all elementary schools and most middle schools over the past five years by using a combination of local, state, and federal monies. Priorities were established to address schools in greatest need in combination with the highest poverty indices. Also, Public Education Partners (PEP) works closely with the schools and district to engage the community's support for quality public education with innovative programs, many of which are technology oriented, to create measurable improvement in the schools. In addition, significant local, federal, and school and district dollars are allocated yearly for upgrading existing technology resources and infrastructure to accommodate expansion of educational technology. Aiken County Schools believes that integration of technology appropriately can significantly impact the efficiency and effectiveness of the instructional program. Ongoing project to equip each classroom with a interactive whiteboard and project is sustained by monies from all sources.

4. ***Describe how your district will use funds under this subpart (such as combining the funds with monies from other sources such as federal, state, and local sources), to help ensure that students in high-poverty and high-needs schools have access to technology and to ensure that teachers are prepared to integrate technology effectively into curricula and instruction.***

High poverty and high needs schools are served first with the installation of any new equipment. Using these funds, an identified technology coach in each school will be supplemented for working with teachers after school hours. Principal and teacher input will help the two District Technology trainers (paid from local funds) plan courses and offerings for the school year. Courses (through PDSI and Technology funding) are now available to teachers for graduate credit or recertification credit. A post assessment follows the completion of courses. Networking infrastructure is locally funded, as well as the purchase and installation of a 30 unit mobile lab for every school (this is on-going).

K-5 Lottery and Middle Level Lottery funds are supporting the purchase of interactive whiteboards and video projectors. Through Proviso 1A.70 and appropriations for the Education Improvement Act (EIA), the South Carolina General Assembly provided funding through a grant application award “iAm” to provide laptops to the same group of students for a four-year period in one of our high schools.

5. ***Describe how your district will provide ongoing, sustained professional development for teachers, principals, administrators, and school library media personnel serving the local educational agency, to further the effective use of technology in the classroom or library media center, including, if applicable, a list of the entities that will be partners with the local educational agency involved in providing the ongoing, sustained professional development.***

Sustained professional development will be provided to teachers, principals, administrators and school library media personnel through a variety of means. District technology trainers offer a variety of courses and workshops at all levels and local school technology coaches offer training to their building teachers using the District syllabus for demonstrating technology proficiency and assisting teachers one-on-one. USC-Aiken offers technology courses to educators, as well as the implementation of a Master’s degree program in Instructional Technology.

As new software and on-line programs are implemented, teachers and administrators are provided with professional development to insure an effective implementation.

6. ***Describe how your district will integrate technology (including software and other electronically delivered learning materials) into curricula and instruction to support standards-based learning. Provide a timeline for such integration***

| | |
|-----------|---|
| 2002-2003 | Increase awareness of technology standards and integration through implementation of 2002 ELA Standards |
| 2002-2003 | Certified personnel complete the Diagnostic Technology Needs Assessment |
| 2002-2003 | Computer stations, printers and cameras installed |

| | |
|-----------|---|
| 2002-2004 | Staff development training programs set up, based on needs and new technologies |
| 2002-2004 | Online courses with accompanying teacher portfolios and plans available to certified personnel |
| 2002-2005 | Teacher plans posted on the district website and the HUB website Building level technology coaches assist teachers and provide staff development specific to schools Administrators work with teachers on the technology goal as required by Goals-based Evaluation and observe in the classroom District data analyzed yearly to determine improvement in student achievement and the number of teachers technology proficient who are integrating technology into instruction |
| 2006-2011 | Continue installation of mobile labs Adopt rubric for software evaluation and adoption and train teachers in its use Continue to develop leveled training courses for teachers to attain proficiency Continue the employment of tech trainers and coaches Continue to offer and deliver a variety of professional training opportunities Continue to analyze and use data for instructional decisions Conduct technology needs assessment Evaluate effectiveness of professional development Purchase and Installation of interactive white boards and video projectors for all classrooms Use of MAP and Testview |
| 2010-2012 | Continue installation of mobile labs (all high schools) Adopt rubric for software evaluation and adoption and train teachers in its use Continue to develop leveled training courses for teachers to attain proficiency Continue the employment of tech trainers and coaches Continue to offer and deliver a variety of professional training opportunities Continue to analyze and use data for instructional decisions Conduct technology needs assessment Evaluate effectiveness of professional development Purchase and Installation of interactive white boards and video projectors for all classrooms Use of MAP and Testview Implement Parent Portal of PowerSchool Development of parent resources web page Continuation of added instructional materials on Instructional Web Page |

- 7. Describe how your district will encourage the development and utilization of innovative strategies for the delivery of specialized or rigorous academic courses and curricula through the use of technology, including distance learning technologies, particularly for those areas that would not otherwise have access to such courses and curricula due to geographical isolation or insufficient resources.**

Through the services of virtual schooling and distance learning, we will continue to extend the offerings of rigorous academic courses to areas and schools who would not otherwise have access to these. The district encourages the utilization of innovative strategies by having two technology coaches on site to provide training and support to teachers. Also, the district provides two certified technology teachers who regularly make school visits to train teachers and administrators on effective use of new existing technology in their classroom curriculum.

- 8. Describe how your district will ensure the effective use of technology to promote parental involvement and increase communication with parents, including a description of how parents will be informed of the technology being applied in their child's education. Explain how these strategies will allow parents to reinforce at home the instruction their child receives at school.**

The School District's Annual Report is mailed to every resident in Aiken County. It features an extensive section on Technology and its use in the schools. The School Report Card is distributed to all parents. The District website is accessible to parents and citizens alike for the latest news of the uses of technology in the schools. Local schools inform parents of their children's use of technology in the school through their handbooks, newsletters and websites. Many teachers list their personal websites in their first communication with parents. Several schools have sponsored Technology Nights for parents to show them firsthand what their child does with technology in school. The technology trainers will work with individual schools to extend this opportunity throughout the community.

- 9. Describe how programs will be developed, where applicable, in collaboration with adult literacy service providers, to maximize the use of technology.**

The four Parenting/Adult Literacy Centers and Adult Ed classes are currently using technology to prepare clients for their GED. GED preparation is also available online. Other centers use technology in instruction and assessment, and will continue to do so.

- 10. Describe your district's process and accountability measures that will be used to evaluate the extent to which activities funded under the Ed Tech program are effective in integrating technology into curricula and instruction, increasing the**

ability of teachers to teach, and enabling students to meet challenging State academic content and student academic achievement standards.

The District will use the following measures to evaluate the effectiveness of the activities funded under the Ed Tech program:

- Classroom observations by administrators and trainers
- Evaluations from courses and workshops conducted by trainers and coaches
- Usage of Compass Learning, Plato and Destination Success for instruction and achievement
- Analyzing student test data from PACT, SAT, Terra Nova, HSAP, and End of Course Tests

11. Describe the supporting resources that will be acquired to ensure successful and effective uses of technology.

- Additional mobile wireless labs
- Laptops for 10th and 11th graders at Midland Valley High
- Servers for District Office to house web-based programs (Plato, Destination success)
- Interactive whiteboards and video projectors to integrate technology into teaching
- Synergistic Labs in Middle Schools
- Upgrades to Business Education Labs
- Career and Technology CADD Programs and specialized software programs for career-oriented fields of study
- Mobile labs for all high schools funded by E2T2 Grant (2009-2010)

Appendix 2: Teacher Technology Proficiency Proviso Professional Development Plan

STAFF DEVELOPMENT/TRAINING

VISION STATEMENT

The purpose of staff development for integrating technology into the K-12 environment is to provide continued training opportunities and technical assistance for all district employees such that all have the necessary knowledge and skills to apply technology in their daily instructional and administrative activities.

OVERVIEW

The staff development component of the technology plan addresses the implementation process, resource recommendations, development plan, status, and budget for the successful implementation of integrating technology into the curriculum. Effective integration and use of existing technology and future innovative technologies into the curriculum requires training opportunities and technical assistance be provided to adequately train staff. If we do not have adequate training staff to utilize technologies in their daily activities, then existing and added technology is worthless. In order to meet the staff development needs, this plan, 1) Specifies the current staff development resources, 2) Identifies standards that staff should achieve, 3) Discusses the training plan to assist staff in meeting these standards.

This plan includes technology integration with adequate opportunities for teacher to attain technology proficiency. Formal classroom training includes all courses, mini-courses, and workshops that encompass the six ISTE standards.

The goal of increasing technology usage, as one of many supporting mechanisms in the curriculum in Aiken County Schools, is to make our staff more efficient in utilizing and applying technology in their everyday activities. The desired outcome is that once minimum technology standards are mastered, it will provide the motivational vehicle for new innovative applications of technology in instruction and assessment.

The standards section of this plan emphasizes the minimum technologies that staff are expected to understand; however, one must realize that technology is always changing. For this reason, minimum standards for technology proficiency will likely require yearly updating given the volatile, changing nature of technology.

Finally, this plan addresses necessary schedules for teacher technology training. This segment of the plan is the compass for assessing the progress our staff is making towards technology proficiency.

Staff Development (Objectives 2, 8)

The Staff Development Subcommittee of the original 3-Year Technology Plan was tasked with defining the necessary plan to include but not limited to resources funding, facilities, and mechanism for adequate training of teachers.

| (b) ITEM | (c) STATUS |
|---|--|
| <p>Implementation Plan: Provide basic mandatory curriculum.</p> <p>Resource Recommendation: Aiken County Schools will provide the necessary resources (i.e. training, funding, facilities) to meet defined training requirements.</p> | <p>Future Consideration (Implement Approved Technology-certified Plan to SCDOE) Continuing</p> |
| <p>Implementation Plan: Provide sufficient hardware for onsite teacher training</p> <p>Resource Recommendations: Provide additional computer labs to schools.</p> | <p>Implemented</p> <p>Continuing</p> |
| <p>Implementation Plan: Provide personnel in schools to assist staff with integration of technology.</p> <p>Resource Recommendations: Provide Technology Teachers/Facilitators</p> | <p>Implemented</p> <p>Future Consideration</p> |
| <p><u>Standards:</u></p> <ul style="list-style-type: none"> • Staff should be trained within 5 years for use of subject-area/curriculum specific technologies. • Staff will be able to utilize minimum technologies as it applies to subject area/curriculum specific functions. • Staff will be able to utilize other technologies in classroom instruction | <p>Continuing</p> <p>Continuing</p> <p>Continuing</p> |
| <p><u>Formal Training:</u></p> <ul style="list-style-type: none"> • District will provide training opportunities, equipment, and facilities to allow staff to meet defined technology standards. • On-line Staff-Development classes will be offered for all school administrators and teachers in curriculum areas. • Graduate classes offering the integration of more advanced technologies are offered | <p>Continuing</p> <p>On-going</p> <p>Continuing</p> |
| <p><u>Incentive Programs:</u></p> <ul style="list-style-type: none"> • Stipend for identified technology coaches. • District pay technology training. • Stipend for extra time spent on training. • Provide training on district-selected software. • Provide training on on-line resources | <p>Continuing</p> <p>Continuing</p> <p>Continuing</p> <p>Continuing</p> <p>Continuing</p> |

**Aiken County Public Schools
2007-2011
Teacher Professional Development Plan**

II. Standards

Our district has adopted the ISTE Teacher Technology Standards.

Superintendent's Signature: _____

III. Professional Development Offerings

The following technology integration professional development opportunities are available to our teachers and administrators. All courses, mini-courses, and workshops encompass the six ISTE standards.

A. Courses

1. Technology Integration Proficiency in the Classroom provides the classroom teacher with the skills and resources to integrate technology into the instructional program. This 45 contact hour course is a standards-based course providing teachers with (1) basic knowledge, skills and understanding of concepts related to technology and (2) application of skills to design instructional units and assessment instruments using technology integration. Participants must demonstrate proficiencies to successfully complete the course.
2. Mini-courses will provide the classroom teacher with the skills and resources to integrate technology into the instructional program. These mini-courses will offer the classroom teacher 8+ staff development points. These courses will be offered for the following software programs: Word Basic, Word Intermediate, Excel, Internet, PowerPoint, Inspiration, Moodle and Integrate Pro 7.0. The District Technology Trainers and/or School Technology Coaches will provide instruction.
3. Advanced coursework (graduate course) in the use of the interactive white boards and other technologies in the classroom.

B. Workshops

1. Content and skill specific provide teachers and administrators with instruction and hands-on practice in programs necessary for integration of curriculum and technology. Instruction is provided by the District Technology Trainers and School Technology Coaches. These workshops are based on teacher need and conducted at the local school or district lab or district office.
2. Local school trainers assist teachers one-on-one to assemble the individual teacher's portfolio necessary to demonstrate proficiency if the teacher chooses not to participate in a course.
3. Tech Trainers provide workshops in the use of software and on-line programs to integrate technology.

IV. Assessment

Our district conducts ongoing assessment to measure technology integration into the classroom curriculum. Teachers may demonstrate proficiency by any one of the following assessment methods.

- A. Completion of technology courses to include graduate courses to be verified by review of staff development records.**

- B. Successful completion of standards-based Technology Integration Proficiency Course demonstrating proficiencies offered by district approved technology instructors totaling 60 staff development points.
- C. Successful completion of standards-based mini-courses/workshops offered by District Technology Trainers and/or Schools Technology Coaches.
- D. Successful demonstration of Technology Proficiency attained through on-site project completions through the district.
- E. Select teachers use the State's e-portfolio system.

Our district provides remediation for teachers and administrators who have difficulty attaining the minimum technology standards through specific workshops and one-on-one assistance by the District Trainers and Technology Coaches. There are two District Trainers that coordinate and direct training for the District. In addition, there is at least one Technology Coach providing assistance/training at each school in the District. District Trainers are certified teachers with Master's Degree in Instructional Technology. Technology Coaches are teachers/staff members identified by the school principal who assist and coach teachers on an individual basis. Technology Coaches may also teach mini-courses and workshops at their schools. They serve as a liaison between the school and the District Trainers.

V. Timeline

Our district timeline contains the activities, the person(s) responsible, and the timeframe for a three year planning horizon with an annual update cycle.

| Activity | Person(s) Responsible | When |
|--|---|-------------------------------------|
| Conduct Technology Needs Assessment of all certified personnel | Technology Trainers Input from Principals and Teachers | Ongoing |
| Create professional development offerings and delivery schedule based on needs of teaches and the District | Michele Conner, Director Elementary Education Dal Stanley, Director of Educational Technology | Continuing |
| Deliver continuous professional development in a variety of settings | District Technology Trainers School Technology Coaches | Ongoing |
| Posttest and assess staff to determine proficiency in ISTE standards | Course Instructors District Technology Trainers School Technology Coaches State Technology Test required by E2T2 | Ongoing/Yearly |
| Offer on-line courses to achieve proficiency | Use of Teacher Universe Coursework | 2002-2005 School years-Completed |

| | | |
|--|---|---------------------|
| As ISTE standards have been met, record on PCS that the teacher is proficient in technology prior to the conclusion of his/her validation period | Michele Conner, Director of Elementary Education Grady Belger | Yearly |
| Develop courses based on needs assessment and requests | District Technology Trainers | Ongoing |
| Conduct annual review and updating of the technology plan | Dal Stanley, Executive Director of Educational Technology Michele Conner, Director of Elementary Education | Summer of each year |

VI. District Contact

This person is the primary contact for the implementation and management of this plan:

Name: Michele B. Conner
Title: Director of Elementary Education
District: Aiken
Mailing Address: 1000 Brookhaven Drive
City, State, Zip: Aiken, SC 29803
Fax Number: 803-641-2491
E-mail Address: mconner@aiken.k12.sc.us

Submit to:
State Department of Education
Attn: Dave Altus
1429 Senate Street
Room 513D
Columbia, SC 29201

Technology Integration Proficiency Course

(Designed to meet state technology requirements for teacher proficiency)

This course focuses on Basic computer operations, Office 97/Office 2003, the Internet, and instruction on how to incorporate technology into teaching. The ultimate goal is for both teachers and students to become proficient in using technology. It is designed to meet the ISTE National Educational Technology Standards. Students in the class may select projects that will be useful within their specific teaching area.

Introduction

- Basic computer operations – start up/shut down/ using the mouse
- Windows functions – icons/control panel/settings/ display panel
- Maintenance – checking connections/cleaning of computer/printer care/ changing cartridges
- Ethics – Software copyright laws/computer manners
- Scanning for viruses

Word

- Save and save as differences – the hard drive and the floppy drive
- Basic word documents, brochures, and professional newsletters
- Fonts – size/color/style/italic/bold/underline
- How to open a file/delete a file/and find a file
- Highlighting – copy/cut/paste/undo
- WordArt – shapes/color fills/rotation/line fills
- Labels and envelopes in Word
- Customizing the toolbar for the user
- Drawing auto-shapes/circles & squares/lines & arrows/shadows & 3-d effects
- Columns, bullets, numbering, headers and footers
- Creating tables, lists and border art in a document
- Inserting Excel spreadsheets into a document
- How to use print merge (optional)
- Other tools – spell check/word count/thesaurus/grammar check/highlight pens/ lines/arrows
- Templates – Memos/Fax/Letter/Newsletter
- Animation

Excel

- Creating order requisitions - including figuring discounts/multiple items/tax
- How to create formulas and how to use the formula functions on the toolbar
- Inserting additional cells/rows/columns
- Charts, graphs, and maps, including customizing bar graphs
- Alphabetizing and sorting
- Headers and footers
- Basic calculations

PowerPoint

- Creating a PowerPoint presentation for instructional purposes
- Sounds, backgrounds, templates
- Inserting clipart, word documents, charts and graphs
- Using Internet images and text
- Custom animation
- Slide transitions, backgrounds and color
- Printing presentations, note pages, and adding to school Web pages
- How to use “Pack and Go”

The Internet

- Search engines
- Bookmarking sites and creating bookmark folders
- Deleting cache and changing your home page
- How to import images from the Internet into word documents and PowerPoint.
- Importing or saving text from the Internet
- Copyright regulations
- Schoolnotes.com and/or other similar programs
- How to download ShockWave
- How to add animated clipart to “living” documents
- Discuss
- Online reference sources such as World Book, etc.

The Extras

- Digital Cameras
- Flatbed Scanners
- OPEC

Recertification Classes offered for Graduate Credit

- **Integrating Technology into the Curriculum**

While most teachers are aware of the influx of technology into schools and everyday life, many are unprepared to use technology in their classrooms. "Integrating Technology into Instruction" is designed to guide classroom instructors in a direction that will move instruction into a more interactive community environment, using the tools that are available to them. In this course, concentration is placed on furthering technology skills, with teachers focusing on how to integrate word processing, spreadsheets, multimedia applications and internet websites into their classrooms. This course relates to the College of Charleston's conceptual framework and theme of making the teaching and learning connection by helping teachers learn how to use technology to create more stimulating lesson plans and classroom exercises. By learning how to use available technologies to interest students in the material, teachers will be able to more effectively engage the students in the learning process.

- **A Step SMARTer**

Participants in this course develop a "Best Practices" outline for the delivery of quality Notebook lessons in their classrooms. In addition to creating model lessons participants will learn and practice many advanced features of the SmartBoard and Smart Notebook tools. Advanced features include:

- using the video recorder and microphone to create "How To" screenshot movies
- using the Senteo (student response system) to create question sets
- working with TeacherTube and SchoolTube
- working with Audacity and Lame to include more sound
- working with the template and group features
- making and exporting folders in "My Content"
- importing PowerPoint presentations
- exporting as pdf, image file, or PowerPoint/import previously made PowerPoint slide shows so that prior work is utilized
- embedding Flash video files
- developing media rich lessons that incorporate best practices for digital/interactive media delivery
- working with Windows Movie Maker and Smart Recorder to make movies and edit United Streaming video

- **The SMART Way to Integrate Technology**

This is very much a hands on course that includes: the basic operation and maintenance of the SmartBoard, as well as an engaging and in-depth look at the tools of the SMART Board software including special elements such as the Smart Notebook, virtual keyboard, video player and recorder. Teachers will work on group and individual projects that are clearly outlined in the syllabus.

- **Technology Proficiency**

Teachers will learn the necessary techniques to make the computer an instructional tool in the classroom. Teachers will learn the basics of MSWord to word process, MSeExcel to create spreadsheets, and PowerPoint to create presentations. Teachers will produce handout materials, quizzes and tests, a computerized grade book, student progress reports, an electronic lesson presentation, and a classroom newsletter.

Three Hour Workshops Offered

- **Digital Story Telling through PhotoStory3**

Educators at all levels can use Digital Storytelling in many ways, from introducing new material to helping students learn to conduct research, synthesize large amounts of content and gain expertise in the use of digital communication and authoring tools. It also can help students organize these ideas as they learn to create stories for an audience, and present their ideas and knowledge in an individual and meaningful way.

Learn how to use PhotoStory3 to make stories that come alive with visuals and audio. Participants will see teacher-made samples and have the opportunity to create one of their own. A step-by-step format will be followed. Handouts will be provided. By the end of the workshop, participants should feel comfortable using PhotoStory3 with their students to create projects.

- **Teacher Toolbox**

This 3-hour, hands-on workshop presents the ins and outs of Teacher Toolbox. Learn how to effectively and efficiently:

Access the Assessment Relief Area and Standard-Based Content

Create Questions, Exams, Tests, and Quizzes

Share Files with Teachers throughout the District

Search What Others Have Shared

- **Smart Moves**

Geared toward Middle and High School teachers. Come with an idea, leave with a Notebook lesson. Explore interactive sites that work ideally with the Smart Interactive white board.

BRING your favorite Power Point presentations, convert them to Notebook; add a few bells and whistles to create an effective interactive lesson to take back to your classroom.

- **Get SMART**

Learn the basic tools in Smart Notebook and create a Smart Notebook lesson that can be used in your classroom. Explore interactive sites that work ideally with the Smart Interactive white board.

- **SMART Response for the Classroom**

Learn how to use the SMART Response system in your classroom. Topics include:

- Paperless testing
- Exporting grades to excel
- Anonymous mode of operation
- Creating classes
- Importing questions from MSWord
- Question Wizard

- **Interactive Websites for the Classroom**

Use Thinkfinity to explore the many interactive activities aligned to the South Carolina curriculum. Activities can be searched using specific curriculum and grade level. Explore the many free resources available to the classroom teacher through the web.

Technology Proficiency Test

In lieu of the technology portfolio, teachers that claim technology proficiency and do not want to take technology classes will be required to come into a designated lab and complete a test. The participants will sign up to take the test in the spring of each year and must pass with a 90% mastery of each of the five course components listed. Testing will be done in-house to ensure that each designated individual completes the work. If a teacher achieves 90% in all sections of the test, the teacher will be deemed technology proficient by the district. If a teacher does not meet the 90% requirement, they will be required to sign up for and pass a technology course focusing on that particular deficiency.

Teacher Technology Proficiency

Successful integration of technology into the curriculum requires teacher proficiency with technology use. Development of user-friendly and easy-accessible means for teachers to develop skills and confidence for integrating technology into the curriculum is essential for the successful implementation of existing and future technologies.

Teachers who achieve a 200 average score on the Diagnostic Technology Assessment completed in the Fall, 2002 are considered proficient. New teachers to the District may complete the on-line assessment as they are employed.

Teachers Certified as Technology Competent in the Use of Technology in the Classroom by Year

| Teachers Attaining Proficiency | Year |
|---------------------------------------|------------------|
| 1292 | 2002-2003 |
| 287 | 2003-2004 |
| 171 | 2004-2005 |
| 189 | 2005-2006 |
| 228 | 2006-2007 |
| 334 | 2007-2008 |
| 208 | 2008-2009 |

Appendix 3: Acceptable Use Policy

Policy

Internet and Other Electronic Media and On-Line Connections

Technology is a vital part of education and the curriculum of the School District. In an effort to promote learning and expand educational resources for students, the District will make, or has made, arrangements to provide worldwide electronic on-line connection access to students and staff. While the Internet will be a primary on-line source, this Policy, and any implementing Administrative Rule, is intended to cover the use of the School District's computer-related electronic on-line connections, generally, as well as the District's computer hardware and software. Reference to "Internet" as used herein shall be construed as a term of convenience to cover the intended scope of this Policy. The District's goal in providing this service is to promote educational excellence by communication, innovation, and facilitation in sharing of teaching and learning resources. Access to such "electronic highways" connecting millions of computer users all over the world, will allow school District students and staff the opportunity to communicate with others on a global level and access educational materials worldwide. It will also enhance professional development for staff.

Access to the Internet is a privilege, not a right. With this privilege, there also is a responsibility to use the Internet solely for educational purposes and not to access inappropriate materials not suitable for students. To that end, the School District administration is directed to develop appropriate guidelines governing the use of District computers to access the Internet.

As part of the implementation of the administration's guidelines, students and staff must be instructed on the appropriate use of the Internet. In addition, parents must sign a permission form to allow students to access the Internet. Students also must sign a form acknowledging that they have read and understand the Acceptable Use Policy and Administrative Rule, that they will comply with this Policy and Rule, and that they understand the consequences of violating this Policy or Rule. District staff must sign a similar acknowledgment form before they will be allowed to access the Internet. Inappropriate use by any person will not be tolerated.

Adopted: 11/12/96

Rules

Internet and Other Electronic Media and On-Line Connections

I. Purpose and Scope

This Administrative Rule is adopted to implement the School District's Internet Acceptable Use Policy. While the Rule primarily addresses utilization of the Internet and other electronic on-line connection services, it also applies, where appropriate, to the general use of District-owned computer hardware and software.

II. Terms and Conditions of Use

A. Acceptable Use

The purpose of the School District's decision to provide Internet access is to allow an expanded opportunity for education, research, and professional development by providing access to unique resources and the opportunity for collaborative work. All use of the Internet must be in support of education and research and consistent with the educational and staff development objectives of the School District. Use of any organizations' network or computing resources must comply with the rules appropriate for that network. Transmission of any material in violation of any federal or state laws or regulations is prohibited. This includes, but is not limited to, copyrighted material, threatening or obscene material, or material protected by trade secret. Violations will result in appropriate disciplinary action against the staff member or student involved.

B. Procedures for Use

1. Employees may access the Internet for educational or work-related purposes at any time which is not disruptive and does not interfere with the performance of other responsibilities by the employee or other staff members.
2. Students will be allowed to access the Internet only under the supervision of designated staff. No students may access the Internet without permission.

III. Rules Governing Use

The following guidelines for acceptable use shall be applicable.

- A. Users are expected to employ appropriate net etiquette; profanity, vulgarity, or abusive, inappropriate language is prohibited. Illegal activities are forbidden.
- B. Users are not to reveal their personal address or phone number or that of other individuals, students, or colleagues.

- C. Users are not to use another school's or individual's account without written permission from that individual.
 - D. Vandalism will not be tolerated. Vandalism includes, but is not limited to, malicious damage to hardware, harm or destruction of software or the data of another user, and creating, uploading or downloading computer viruses.
 - E. Users should consider all communications and information accessible via the network to be private property. All quotes, references, and sources should be cited.
 - F. Users are not to access inappropriate or restricted information or other information not directly related to the educational or staff use purposes for which access is being provided. Restricted information includes obscene, libelous, indecent, vulgar, profane, or lewd materials, advertisements for products or services not permitted to minors by law, insulting, fighting, and harassing words, and other materials which may cause a substantial disruption of the academic environment.
 - G. Users should remain on the system only as long as necessary to complete their work, so that other individuals will have equal opportunities to access the Internet. Users are not to disrupt, harass, or annoy other users.
 - H. The system is not to be utilized for financial or commercial gain or for personal use *other than professional activities*
- IV. Penalties for Improper Use
 An employee who violates the terms of this Administrative Rule will be subject to disciplinary action consistent with the nature of the offense, including suspension or cancellation of Internet privileges. Students who violate the terms of this Administrative Rule or who otherwise misuse their access to the Internet also will be subject to disciplinary action in accordance with the District's Code of Student Conduct. Violations of the laws of the United States or the State of South Carolina also may subject the user to criminal prosecution. If a user incurs unauthorized costs, the user, as well as the user's parents (if the user is a student) will be responsible for all such costs.

Adopted: 11/12/96 Board 1st Rdg 09/24/96; Board 2nd Rdg 11/12/96

Agreement

Staff Member Certification Form

I have read and understand the School District's Internet Acceptable Use Policy and Administrative Rule. I understand and will abide by the conditions and rules set forth therein. I further understand that violations of these conditions and rules are unethical and also may constitute a criminal offense. Should I commit any violation, my access privileges may be suspended or canceled, disciplinary action may be taken, and appropriate legal action also may be instituted. I also agree to be responsible for any unauthorized costs incurred by my use of the Internet.

 Staff Member

 Date

Student/Parent Certification Form

As the Parent/Guardian of this student, I have read and understand the Internet Acceptable Use Policy and Administrative Rule. I understand that this access is designed solely for educational purposes. I further understand that if my child violates these conditions and rules, his/her access privilege may be suspended or canceled and disciplinary action may be taken.

 Parent/Guardian

 Date

I have read and understand the School District's Internet Acceptable Use Policy and Administrative Rule. I understand and will abide by the conditions and rules set forth therein. I further understand that violations of these conditions and rules are unethical and also may constitute a criminal offense. Should I commit any violation, my access privileges may be suspended or canceled, disciplinary action may be taken, and appropriate legal action also may be instituted.

 Student

 Date

To Board 9/24/96; 2nd Reading 11/12/96; Adopted 11/12/96

Appendix 4: How E-Rate Areas Have Been Addressed

1. The district technology plan must establish clear goals and a realistic strategy for using telecommunications and information technology to improve education and library services.

See Section I of each Technology Dimension of the Technology Plan

2. The district technology plan must have a professional development strategy to ensure that staff members know how to use the new technologies to improve education.

See Appendix 2 of the Technology Plan

3. The district technology plan must include an assessment of the telecommunications services, hardware, software, and other services that will be needed to improve instruction.

See the District Needs Assessment and Appendix 6 of the Technology Plan

4. The district technology plan must provide for a sufficient budget to acquire and maintain the hardware, software, professional development, and other services that will be needed to implement the strategy for improved education. Specifically, how does the district intend to fund those items of equipment, software, services, and training **not** covered by the E-rate discount? It is recommended that a plan for hardware refreshment be built into the all district technology plans.

See Appendix 7 of the Technology Plan

5. The district technology plan must include an evaluation process that enables the district and its schools to monitor progress toward the specified goals and make midcourse corrections in response to new developments and opportunities as they arise.

See Section V of each Technology Dimension of the Technology Plan

Appendix 5: Annual Goals
2007-2008 Annual Goals / Timeline

| Goals | Timeline |
|---|-----------------|
| Implement TestView for district and MAP for all elementary and middle schools | Complete |
| Utilize Title I dollars to provide additional Wireless Carts in schools | Complete |
| Utilize Title I dollars to provide interactive white boards in schools | Complete |
| Investigate and upgrade district internet circuit from 50MB to 100MB | Complete |
| Provide cabling infrastructure for additional mobile units needed for classroom space | Complete |
| Implement Physical Education Software Program for district | Complete |
| Implement “iAM” Laptop Grant for all 9 th graders at Midland Valley High School | Complete |
| Investigate and implement adding additional Synergistics Lab in 1 middle school | Complete |
| Provide additional infrastructure for expansion of network to accommodate additional classroom workstations | Complete |
| Investigate server and switch replacements for schools and begin implementation of replacement program for these end of life hardware platforms | Complete |
| Install wireless overlay at Midland Valley High School (part of iAM Laptop Project) | Complete |

2008-2009 Annual Goals / Timeline

| Goals | Timeline |
|---|-----------------|
| Implement MAP for all High Schools | Complete |
| Utilize Title I dollars to provide additional Wireless Carts in schools | Complete |
| Utilize Title I dollars to provide interactive white boards in schools | Complete |
| Provide cabling infrastructure for additional mobile units needed for classroom space as needed | On-going |
| Utilize available funds for PowerSchool Infrastructure and Implementation | Complete |
| Continue “iAM” Laptop Grant for new 9 th graders at Midland Valley High School | Complete |
| Provide additional infrastructure for interactive white boards and video projectors | On-going |
| Provide additional infrastructure for expansion of network to accommodate additional classroom workstations | On-going |
| Investigate server and switch replacements for schools and begin implementation of replacement program for these end of life hardware platforms | Complete |
| Implement GIS Student Locator System | Complete |
| Utilize available funds for Synergistic Computer Labs | Complete |
| Provide training for all users of PowerSchool | On-going |
| Investigate replacement of out of warranty switches in all schools | On-going |
| Investigate server migrations to VM Ware platform | Ongoing |
| Investigate and replace anti-virus solution for school district if deemed best solution | Complete |
| Serve as Proof of Concept district for PowerSchool | Complete |
| Begin conversion of SASI to PowerSchool (June 2009) and complete July 2009 | Complete |

2009-2010 Annual Goals / Timeline

| Goals | Timeline |
|---|------------------|
| Creation of Instruction/Technology committee with on-going monthly meetings | Planning/Ongoing |
| Provide one thirty station mobile wireless laptop cart for each high school (E2T2 Grant) | 2009-2010 |
| Upgrade nine school file servers | 2009-2010 |
| Provided two synergistic labs at middle schools (AL Corbett and RSM Elem) | Complete |
| Investigate server migrations to VM Ware platform | Ongoing |
| Utilize available funds to cable mobiles as needed | Ongoing |
| Completed implementation of PowerSchool; specifically, PowerTeacher & Parent Portal | Complete |
| Upgrade four business education labs (Career and Technology Department) | Complete |
| Upgrade end of life networking switch infrastructure in one fourth of schools in district | 2009-2010 |
| Upgrade one fourth of older classroom computers if funds are available | Continuing |
| Utilize available funds to provide whiteboards and video projectors in classrooms | Continuing |
| Investigate feasibility of providing student email accounts | Planning |
| Upgrade out of warranty Server Infrastructure for Instructional Applications | 2009-2010 |
| Migrate to new file server infrastructure operating system (Planning, Phase-in Strategy) | 2009-2012 |
| Create two 21 st Century Classrooms | 2010-2012 |
| Investigate revision to Acceptable Use Policy for growth of new technologies | 2009-2011 |
| Implement alphabetical index for parents to all resources on the School District Web Page | 2009-010 |

TimeLine

| Description | 2009-2010 | 2010-2011 | 2011-2012 | 2012-2013 |
|--|------------------|------------------|------------------|------------------|
| <u>Upgrade ¼ of school end of life switching infrastructure</u> | <u>X</u> | <u>X</u> | <u>X</u> | <u>X</u> |
| <u>Install 30 station mobile carts-High Schools</u> | <u>X</u> | <u>NA</u> | <u>NA</u> | <u>NA</u> |
| <u>Upgrade district application servers in to virtual (VMWare Platform for Testview, Streaming Video, InfoCentre, etc</u> | <u>X</u> | <u>X</u> | <u>NA</u> | <u>NA</u> |
| <u>Begin Migration of school servers to new OS platform</u> | <u>X</u> | <u>X</u> | <u>X</u> | <u>X</u> |
| <u>Investigate Renewal of filtering software for District and Schools</u> | <u>X</u> | <u>X</u> | | |
| <u>Upgrade 4 Business Education Labs</u> | <u>X</u> | | | |
| <u>Provide 2 new synergistic labs in 2 middle schools</u> | <u>X</u> | | | |
| <u>Plan two 21st Century Classrooms</u> | <u>X</u> | <u>X</u> | <u>X</u> | |
| <u>Install Wireless Connectivity in Media Centers</u> | | <u>X</u> | | |
| <u>As additional funds become available, continue install interactive white board technology solution in all school classrooms</u> | <u>X</u> | <u>X</u> | <u>X</u> | <u>X</u> |
| <u>If additional funds become available, establish re-furnished computer replacement program (1/4th to 1/5th of computers a year)</u> | | <u>X</u> | <u>X</u> | <u>X</u> |

Appendix 6: Report on Last Year's Progress towards Goals, Objectives, Strategies, Benchmarks, Actions, and Outcomes

| Goals and Objectives | Status |
|--|--|
| Goal # 1 – Infrastructure <ul style="list-style-type: none"> ▪ To ensure all schools have a fully functioning Local Area Network ▪ To establish a Wide Area Network between all schools, area, and district ▪ To ensure appropriate and sufficient security is in place ▪ To provide all schools with access to the Internet | <ul style="list-style-type: none"> ▪ Met ▪ Met ▪ Met ▪ Met |
| Goal # 2 – Funding <ul style="list-style-type: none"> ▪ To secure a multi-area commitment ▪ To consider all funding options in meeting technology objectives | <ul style="list-style-type: none"> ▪ Met ▪ Met |
| Goal # 3 – Hardware <ul style="list-style-type: none"> ▪ To ensure security of hardware ▪ To establish basic and realistic standards of the district technology plan | <ul style="list-style-type: none"> ▪ Met ▪ Met |
| Goal # 4 – Equity <ul style="list-style-type: none"> ▪ To achieve equity of access to technology for all students ▪ To achieve fair and equitable distribution of technology among schools within the district while at the same time not penalizing schools for their own entrepreneurial initiatives | <ul style="list-style-type: none"> ▪ Ongoing ▪ Ongoing |
| Goal # 5 – Assessment <ul style="list-style-type: none"> ▪ To continually evaluate and assess the district technology plan on a regular basis | <ul style="list-style-type: none"> ▪ Ongoing |
| Goal # 6 – Access <ul style="list-style-type: none"> ▪ To ensure students, teachers, and all school/district staff will have access to all resources at the time and place of need | <ul style="list-style-type: none"> ▪ Ongoing |
| Goal # 7 – Maintenance <ul style="list-style-type: none"> ▪ To maintain and upgrade equipment and infrastructure in order to ensure maximum use by all | <ul style="list-style-type: none"> ▪ Ongoing |
| Goal # 8 – Staff Development <ul style="list-style-type: none"> ▪ To place a strong emphasis on Professional Development regarding the use of technology (computers, software, etc.) in the curriculum and instruction | <ul style="list-style-type: none"> ▪ Ongoing |
| Goal # 9 – Curriculum and Instruction <ul style="list-style-type: none"> ▪ To use technological resources appropriately in all instructional activities ▪ To provide a means of using technology for student achievement progress and reporting (PowerSchool, MAP, Plato, Destination Success, TestView) ▪ To integrate the learning outcomes of using technology into the school curriculum | <ul style="list-style-type: none"> ▪ Ongoing ▪ Ongoing ▪ Ongoing |
| Goal # 10 – Support <ul style="list-style-type: none"> ▪ To fund additional personnel to provide the necessary support of the technologies ▪ To provide funding for contracted services for large-scale project implementations | <ul style="list-style-type: none"> ▪ Ongoing ▪ Ongoing |

Appendix 7: Current Status of Infrastructure and Computer Access in Aiken County Public Schools

LANs – There is a total of thirty-nine Local Area Networks (LANs) providing network connectivity for all Aiken County Public Schools facilities. 100% of Aiken County Public Schools classrooms, offices, and media centers are wired with CAT5E, CAT6, or fiber with the ability to connect approximately eight thousand computers and/or network devices. Media centers are currently wired for 8 to 30 network devices in addition to wiring at circulation desks. The standard for new construction or renovation wiring since the 2000 school year consists of a minimum of five computer drops to each classroom and fiber backbones between wiring closets with sufficient switch port space to accommodate necessary network devices in the school. Aiken County Public Schools networking infrastructure is a total switched network. Cisco switches are being configured with trunk ports and switches are being segmented. A Cisco EMI switch is installed in each MDF to connect to the MetroEthernet Network supplied by the State Department of Education. All IDF's are connected to the MDF via 1 GB fiber and 1000Base-SX shorthaul or longhaul GBIC's.

Switches – All IDF's and MDF's are comprised of Cisco 2900 series and/or 3500 series switches. Additional Cisco switches are added during any school year to accommodate additional computer hardware that needs networking.

WAN – 100% of Aiken County Public School facilities including all schools, the Central Office, the Operations Center, maintenance offices, area offices, Freedman Parenting Center, Pinecrest, and the ETV center form the Aiken County Public Schools Wide Area Network (WAN). In the fall of 2004 the District entered Phase 1 for upgrading WAN access to all schools. Each elementary and middle school in Areas 1, 2, 3, and 5, Pinecrest, Freedman Parenting Center, and the Operations Center were upgraded from T1 data communication lines to a current 10 MB Ethernet Circuit. Each high school in areas 1, 2, 3, and 5 were upgraded from a T1 data communications line to a 100 MB Ethernet Circuit. Phase 2 is to upgrade Area 4 schools and Jackson Middle School to high speed wireless connections ranging from 10 MB to 45 MB circuits back to the district office in the 2005-2006 school year. Phase 3 is to upgrade existing 10 MB circuits to 100 MB circuits in Area 1, 2, 3, and 5 schools during February, 2006.

As of November, 2007, the districts WAN has a 50MB circuit to the Internet and the private-side WAN includes 100 mb metro Ethernet circuits to all schools except Area 4 schools and Jackson Middle. Area 4 schools and Jackson Middle are connected on the private-side to the districts WAN by wireless tower connections ranging from 10 MB to 45 MB circuits.

Fileservers – Currently, all school locations consist of at least two file servers. All school file servers as well as the Technology Office servers (BOE), and Groupwise servers were upgraded to Novell 6.5 during the 2004-2005 school year. All servers connect to Cisco switches via 100 MB copper ports. We also support ten Windows 2000/2003 servers.

Web server - Aiken County Public Schools houses its own Web Server located at <http://www.aiken.k12.sc.us> and all school web pages are stored on the districts web server.

E-mail server – All staff members have a Groupwise 6.5 email account and are able to check email from any computer on the WAN using the Groupwise client or at home using web access.

Spam Filter – Aiken County Public Schools currently uses Lightspeeds Total Traffic Control to filter out the majority of spam email.

Pix Firewall – A Cisco 515R PIX firewall was installed in 1996 and since been upgraded to a 525 PIX to help secure the Aiken County Public School District WAN.

Video Conferencing – The Distance Education Program provides the hardware, software, and technical support necessary to offer courses among the seven high schools, two middle schools, the Aiken County Career Center, and Aiken Technical College. The H.320 video services currently provided by BellSouth on state contract expires on May 16, 2006.

The district currently utilizes provides H.323 (IP) video conferencing services over the Districts WAN for video conferencing.

Internet Filtering – Lightspeeds Total Traffic Control Solution is used to filter all Internet activity. Aiken County Public Schools are CIPA compliant.

Computers – Approximately 7,134 computers and 2,615 laptops are connected to the school's LAN and district's WAN. The standard configuration is now the Windows XP platform.

Peripherals – All staff and students have access to networked laser printers, digital cameras, scanners, telephones, VCR's and DVD players, and learning tools. Interactive White Boards are being implemented for classroom instruction. Approximately 1023 interactive whiteboards and video projectors are currently in Aiken County Public Schools.

Management Software – Aiken County Public Schools uses PowerSchool for student records provided by the State Department of Education. Destiny and InfoCentre are used for media centers. Aiken County Public Schools will be upgrading from Excent to Enrich in the Fall of 20010 for special education.

Appendix 8: Budgets for Supporting Infrastructure/Hardware and Software 2009-2010

| Item | Amount |
|---|---------|
| Maintenance (Software and Hardware) | 71,640 |
| Technology and Software | 200,000 |
| Hardware for E2T2 Grant Award | 175,000 |
| Infrastructure Upgrades/Replacements for end of life networking switches and end or warranty option for school file servers | 200,000 |
| | |
| | |

The above information only reflects the Technology Budget and those funds spent for supporting and maintaining schools/district infrastructure, hardware, and software. There are other funds spent for Professional Development and Instructional software and hardware for CCC, Plato, Riverdeep, Maps and Testview, Vocational Equipment, Title I monies, Individual School Improvement Plans, fund raisers, and PTO's/PTA's.

Appendix 8: (Continued) Expenditures for Hardware and Software.

Dollar amounts spent, encumbered, or projected during the current fiscal year, and projected in 2010-2011 and 2011-2012 fiscal years.

| ITEM | Expiration Date | 2009-2010 | 2010-2011 | 2011-2012 |
|---|-----------------|-----------------|----------------|----------------|
| I. Software | | | | |
| a. Light Speed (Total Traffic Control) Web and Spam Filter | Annual | Pre-Paid Year 3 | 70,000-100,000 | 70,000-100,000 |
| b. Sophos AntiVirus Software License | Annual | 32,392 | 32,392 | 32,392 |
| c. Metro Fiber Ethernet Telecommunications (Difference in State Alloc.) | Annual | 21,168 | 21,168 | 21,168 |
| d. Novell SLA (School License Agreement) | Annual | 70,455 | 70,455 | 70,455 |
| e. Follett and Spectrum Library Catalog Software License/Maintenance | Annual | 29,087 | 29,087 | 29,087 |
| f. Imaging System Software License/Maintenance | Annual | 9,324 | 9,324 | 9,324 |
| g. Desktop Management /IT Work Order Software Software Maintenance | Annual | 12,841 | 12,841 | 12,841 |
| h. PowerSchool Infrastructure Support | Annual | 8,700 | 8,700 | 8,700 |
| i. AlertNow Emergency Notification System | Annual | 12,500 | 12,500 | 12,500 |
| j. GIS Student Locator Software Maintenance Support | Annual | 1,000 | 1,000 | 1,000 |
| II. Hardware | | | | |
| i. Network Electronics (Cisco Routers/Switches) Maintenance | Annual | 21,325 | 21,325 | 21,325 |
| j. School Servers Maintenance | Annual | 14,321 | 14,321 | 14,321 |
| j. Computer Spare Parts - No Warranty | N/A | 15,000 | 15,000 | 15,000 |
| k. VTEL Conferencing Center Maintenance and Support for (7 High Schools, 2 Middle Schools, and Career Center) | Annual | 29,530 | 29,530 | 29,530 |
| <u>l. Purchased Services - Cabling for New Mobiles, additions for renovated schools, and additional drops for media centers and Classrooms.</u> | N/A | 75,000.00 | 75,000.00 | 75,000.00 |

The above information reflects the Technology Budget and those funds spent for hardware and software supporting and maintaining schools/district infrastructure, hardware, software, and technical support. There are other funds spent for Professional Development and Instructional software and hardware for CCC, Plato, Riverdeep, Testview, Maps, and CSI Financial Software.

Attachment 1a: Aiken County Schools Technology Summary - December 2009

| School | WAN Legend: W = Wireless F = Fibre | | | | | | | | | | | | | # of Classrooms | # of Mobile Units | Classrooms w/Interactive Whiteboards | # of Drops | # of Drops/Classroom | Wireless Overlay | WAN Connection | Using VTEL | # of Workstations | # of Laptops | # of Wireless Laptop Carts | # of Media Center Computers | Other (Digital Cameras, Video Recorders, Graphing Calculators) |
|-----------------------|--|----|-----|-------|---|----|---|---|---|--|--|--|--|-----------------|-------------------|--------------------------------------|------------|----------------------|------------------|----------------|------------|-------------------|--------------|----------------------------|-----------------------------|--|
| | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Aiken Elementary | 54 | 4 | 54 | 181 | 1 | 6 | F | | | | | | | | | | 174 | 86 | 5 | 22 | 191 | | | | | |
| Aiken High | 76 | 18 | 10 | 483 | 1 | 16 | F | Y | | | | | | | | | 473 | 51 | 2 | 15 | 582 | | | | | |
| Aiken Middle | 39 | 6 | 23 | 239 | 1 | 7 | F | | | | | | | | | | 212 | 69 | 4 | 12 | 147 | | | | | |
| Chukker Creek Elem | 51 | 0 | 48 | 231 | 2 | 6 | F | | | | | | | | | | 151 | 35 | 2 | 13 | 20 | | | | | |
| East Aiken Elementary | 39 | 2 | 19 | 225 | 5 | 4 | F | | | | | | | | | | 149 | 72 | 4 | 12 | 125 | | | | | |
| JD Lever Elem | 39 | 7 | 43 | 195 | 2 | 4 | F | | | | | | | | | | 144 | 88 | 5 | 8 | 169 | | | | | |
| Kennedy Middle | 48 | 9 | 19 | 241 | 1 | 5 | F | | | | | | | | | | 218 | | | 10 | 142 | | | | | |
| Millbrook Elementary | 37 | 3 | 36 | 223 | 2 | 7 | F | | | | | | | | | | 150 | 39 | 2 | 8 | 69 | | | | | |
| North Aiken Elem | 47 | 2 | 37 | 181 | 2 | 6 | Y | | | | | | | | | | 135 | 88 | 5 | 8 | 88 | | | | | |
| Oakwood Windsor El | 40 | | 11 | 230 | 5 | 5 | F | | | | | | | | | | 111 | 30 | 3 | 8 | 148 | | | | | |
| Schofield Middle | 47 | | 23 | 345 | 5 | 8 | F | | | | | | | | | | 201 | 38 | 2 | 15 | 298 | | | | | |
| South Aiken High | 65 | 4 | 18 | 378 | 1 | 12 | F | | | | | | | | | | 342 | 10 | | 33 | 184 | | | | | |
| Area 1 Totals | 582 | 55 | 341 | 3,152 | - | 86 | | | | | | | | | | | 2,460 | 606 | 34 | 164 | 2,163 | | | | | |
| Belvedere Elem | 38 | 2 | 40 | 142 | 1 | 6 | F | | | | | | | | | | 157 | 34 | 2 | 12 | 84 | | | | | |
| Hammond Hill Elem | 36 | 8 | 42 | 174 | 1 | 7 | F | | | | | | | | | | 163 | 44 | 3 | 12 | 146 | | | | | |
| Mossy Creek Elem | 42 | 4 | 41 | 275 | 5 | 5 | F | | | | | | | | | | 160 | 38 | 2 | 8 | 140 | | | | | |
| North Augusta Elem | 49 | | 44 | 158 | 1 | 6 | F | | | | | | | | | | 174 | 37 | 2 | 15 | 140 | | | | | |
| North Augusta High | 73 | 9 | 21 | 366 | 1 | 15 | F | | | | | | | | | | 338 | 23 | | 15 | 662 | | | | | |
| North Augusta Middle | 36 | 11 | 33 | 210 | 1 | 8 | F | | | | | | | | | | 169 | 39 | 1 | 9 | 98 | | | | | |
| Paul Knox Middle | 36 | 2 | 35 | 315 | 5 | 5 | F | | | | | | | | | | 255 | 41 | 1 | 8 | 216 | | | | | |
| Area 2 Totals | 310 | 36 | 256 | 1,640 | - | 52 | | | | | | | | | | | 1,416 | 256 | 11 | 79 | 1,486 | | | | | |
| Byrd Elem | 41 | | 44 | 285 | 5 | 5 | F | | | | | | | | | | 148 | 42 | 4 | 11 | 65 | | | | | |
| Byrd LC | | | | 144 | 1 | 4 | F | | | | | | | | | | 38 | 6 | | | 0 | | | | | |
| Career Center | 16 | 4 | 5 | 185 | 1 | 6 | Y | F | Y | | | | | | | | 167 | 74 | 2 | | 71 | | | | | |
| Clearwater Elem | 32 | 2 | 19 | 113 | 1 | 4 | F | | | | | | | | | | 98 | 64 | 4 | 7 | 119 | | | | | |

| WAN Legend: W = Wireless F = Fibre | | School | | | | | | | | | | | | | | # of Classrooms | | # of Mobile Units | | Classrooms w/Interactive Whiteboards | | # of Drops | | # of Drops/Classroom | | Wireless Overlay | | WAN Connection | | Using VTEL | | # of Workstations | | # of Laptops | | # of Wireless Laptop Carts | | # of Media Center Computers | | Other (Digital Cameras, Video Recorders, Graphing Calculators) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|--|--------|--|--|--|--|--|--|--|--|--|--|--|--|--|-----------------|--|-------------------|--|--------------------------------------|--|------------|--|----------------------|--|------------------|--|----------------|--|------------|--|-------------------|--|--------------|--|----------------------------|--|-----------------------------|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|----|
| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | </ |

| Attachment 1a: Technology Inventory and IT Skills Inventory-December 2009 | | | | | | | | | | | | |
|---|----------------------|---------------------------|-------------------------|------------------|--|------------|-------------------|-------------|------------------------------------|-------------|-----|-------|
| School | Graphing Calculators | Digital Cameras/Recorders | PDA's Instructional Use | Document Viewers | TV's of sufficient size connected to computer for use in classroom | Tablet PCs | Document Scanners | VHS Players | DVD Recorders not part of computer | Total Other | | |
| Aiken Elementary | 23 | 1 | | 54 | | 55 | 56 | 2 | 191 | | | |
| Aiken High | 406 | 23 | 1 | 2 | 21 | 6 | 12 | 17 | 60 | 34 | 582 | |
| Aiken Middle | 50 | 14 | 2 | | 4 | | 4 | 26 | 22 | 25 | 147 | |
| Chukker Creek Elem | | 3 | | | 3 | | 1 | 3 | 10 | 20 | | |
| East Aiken Elementary | 26 | 1 | | 31 | | 6 | 18 | 40 | 3 | 125 | | |
| JD Lever Elem | 5 | | | 39 | | 39 | 45 | 39 | 2 | 169 | | |
| Kennedy Middle | 3 | | | 46 | | 1 | 20 | 51 | 21 | 142 | | |
| Millbrook Elementary | | 5 | | 3 | | 8 | 30 | 19 | 4 | 69 | | |
| North Aiken Elem | | 5 | | | 2 | 8 | 36 | 20 | 17 | 88 | | |
| Oakwood Windsor El | | 6 | | | | 2 | 11 | 43 | 43 | 148 | | |
| Schofield Middle | 200 | 4 | 30 | | 42 | | 3 | 9 | 10 | 298 | | |
| South Aiken High | 108 | 14 | 35 | | 5 | | 1 | 10 | 6 | 5 | 184 | |
| Area 1 Totals | 764 | 131 | 69 | 1 | 4 | 291 | 6 | 140 | 281 | 300 | 176 | 2,163 |
| Belvedere Elem | | 4 | | | | 9 | 30 | 8 | 2 | 30 | 1 | 84 |
| Hammond Hill Elem | | 7 | 8 | | 3 | 28 | 2 | 20 | 33 | 37 | 8 | 146 |
| Mossy Creek Elem | | 8 | 10 | | | 40 | 13 | 10 | 40 | | 19 | 140 |
| North Augusta Elem | | 6 | 60 | | | | 1 | 26 | 38 | 8 | 1 | 140 |
| North Augusta High | 454 | 4 | | | 31 | 1 | 4 | 31 | 96 | 41 | 662 | |
| North Augusta Middle | 35 | 4 | 2 | | 25 | | | 12 | | 20 | 98 | |

Attachment 1a: Technology Inventory and IT Skills Inventory-December 2009

| School | Graphing Calculators | Digital Cameras/Recorders | Handheld Polling Devices | PDA's Instructional Use | Document Viewers | TV's of sufficient size connected to computer for use in classroom | Tablet PCs | Document Scanners | VHS Players | DVD Recorders not part of computer | Total Other | | |
|---------------------|----------------------|---------------------------|--------------------------|-------------------------|------------------|--|------------|-------------------|-------------|------------------------------------|-------------|-------|-----|
| Paul Knox Middle | 30 | 7 | 30 | 30 | 30 | 30 | 4 | 35 | 30 | 20 | 216 | | |
| Area 2 Totals | 519 | 40 | 80 | 30 | 3 | 163 | 77 | 72 | ## | ## | 1,486 | | |
| Byrd Elem | | 13 | 1 | | | | 5 | 46 | | | 65 | | |
| Byrd LC | | | | | | | | | | | 0 | | |
| Career Center | | 5 | | 1 | 1 | | 3 | 29 | 12 | 20 | 71 | | |
| Clearwater Elem | | 2 | 68 | | | | 12 | 2 | 24 | 11 | 119 | | |
| Gloverville Elem | | 13 | 1 | 1 | 2 | | 15 | | 10 | 15 | 57 | | |
| Jefferson Elem | | 40 | 12 | | 37 | | 1 | 4 | 40 | 36 | 170 | | |
| LBC Middle | | 43 | 5 | 3 | 9 | | 4 | 31 | 8 | 2 | 105 | | |
| Leavelle McCampbell | | 50 | 6 | 60 | 3 | | 3 | 13 | 33 | 31 | 199 | | |
| Midland Valley High | | 164 | 9 | | | | | 35 | 75 | 2 | 285 | | |
| Warrenville Elem | | | 16 | 48 | | 13 | 31 | 14 | 30 | 30 | 12 | 194 | |
| Area 3 Totals | | 297 | 81 | ## | 1 | 2 | 64 | 34 | 83 | ## | ## | 1,265 | |
| AL Corbett Middle | | 106 | 18 | 48 | 1 | 31 | 3 | 19 | 38 | 6 | 270 | | |
| Busbee Elementary | | | 5 | 13 | | 38 | 5 | 38 | 38 | 38 | 175 | | |
| Ridge Spring Elem | | 30 | 5 | 30 | 9 | 1 | | 46 | | 2 | 123 | | |
| Ridge Spring High | | 50 | 1 | | 1 | 1 | 24 | 1 | 4 | 20 | 20 | 122 | |
| Wagner Salley High | | 80 | 11 | 25 | | 5 | | 10 | 10 | 32 | 17 | 190 | |
| Area 4 Totals | | 266 | 40 | ## | 1 | 11 | 99 | 1 | 18 | ## | ## | 83 | 880 |

| Attachment 1a: Technology Inventory and IT Skills Inventory-December 2009 | | | | | | | | | | | | | |
|---|----------------------|---------------------------|--------------------------|-------------------------|------------------|--|------------|-------------------|-------------|------------------------------------|-------------|-------|--|
| School | Graphing Calculators | Digital Cameras/Recorders | Handheld Polling Devices | PDA's Instructional Use | Document Viewers | TV's of sufficient size connected to computer for use in classroom | Tablet PCs | Document Scanners | VHS Players | DVD Recorders not part of computer | Total Other | | |
| Freedman | | | | | | | | | | | | | |
| Greendale El | 4 | 36 | | 1 | | | 21 | 2 | 5 | 3 | 72 | 0 | |
| Jackson Middle | 62 | 5 | | 10 | | | 11 | 4 | 17 | 15 | 2 | 126 | |
| New Ellenton Middle | 25 | 5 | 1 | 6 | 8 | | 1 | 11 | 8 | 8 | 73 | | |
| Pinecrest | | | | | | | | | | | 0 | | |
| Redcliffe Elem | 21 | | | | | | 10 | 5 | 50 | 35 | 121 | | |
| Silver Bluff High | 125 | 1 | | | | | 3 | 3 | 45 | 3 | 180 | | |
| Area 5 Totals | 212 | 36 | 37 | 6 | 0 | 19 | 14 | 39 | 35 | ## | 51 | 572 | |
| Grand Totals: | 2,058 | ## | ## | 39 | 20 | 636 | ## | ## | ## | ## | ## | 6,366 | |

Attachment 1a: Aiken County Schools Labs Summary - December 2009

| | Adult Ed. | Alternative School | Art | Business Ed | CAI | Credit Recovery | Foreign | Industrial Tech | Keyboarding | Marketing Lab | Math | Plato | Read 180 | Science | Synergistic | Technology | Totals |
|-----------------------|-----------|--------------------|-----|-------------|-----|-----------------|---------|-----------------|-------------|---------------|------|-------|----------|---------|-------------|------------|--------|
| Aiken Elementary | | | | 1 | | | | | | | | | | | | | 1 |
| Aiken High | | | 5 | | 1 | 1 | 1 | | | | | | | | 1 | 2 | 11 |
| Aiken Middle | | | | 2 | | | 1 | 1 | | | | | | | | | 4 |
| Chukker Creek Elem | | | | 1 | | | | 1 | | | | | | | | | 2 |
| East Aiken Elementary | | | | 1 | | | | | | | | | | | | | 1 |
| JD Lever Elem | | | | 1 | | | | | | | | | | | | | 1 |
| Kennedy Middle | | | | 1 | | | | 1 | | | | | | | 1 | | 3 |
| Millbrook Elementary | | | | 1 | | | | | | | | | | | | | 1 |
| North Aiken Elem | | | | 1 | | | | | | | | | 1 | | | | 2 |
| Oakwood Windsor El | | | | 1 | | | | | | | | | | | | | 1 |
| Schofield Middle | | | | 1 | | | | 1 | | | | | | | 1 | 2 | 5 |
| South Aiken High | | | 4 | | 1 | | | 1 | 1 | 1 | | | | | | | 7 |
| Area 1 Totals | 0 | 0 | 0 | 9 | 11 | 2 | 1 | 2 | 4 | 1 | 1 | 0 | 0 | 1 | 1 | 2 | 4 |
| Belvedere Elem | | | | 1 | | | | | | | | | | | 1 | | 2 |
| Hammond Hill Elem | | | | 1 | | | | | | | | | | | | 1 | 2 |
| Mossy Creek Elem | | | | 1 | | | | 1 | | | | | | | | | 2 |
| North Augusta Elem | | | | 1 | | | | | | | | | | | | | 1 |
| North Augusta High | | | 4 | | 1 | 1 | 1 | | | 1 | | | | | | | 8 |
| North Augusta Middle | | | | 1 | | | | 1 | | | | | | 1 | | | 3 |
| Paul Knox Middle | 1 | | | 1 | | | | 1 | | | | | | | 1 | | 4 |
| Area 2 Totals | 0 | 1 | 0 | 4 | 6 | 1 | 1 | 1 | 3 | 0 | 1 | 0 | 0 | 0 | 1 | 2 | 1 |
| Byrd Elem | | | | 1 | | | | | | | | | | | 1 | | 2 |
| Byrd LC | 1 | | | | | | | | | | | | | | | | 1 |
| Career Center | | | | | | | 1 | | | | | | | | 2 | | 3 |
| Clearwater Elem | | | | 1 | | | | | | | | | | | | | 1 |
| Gloverville Elem | | | | 1 | | | | | | | | | | | 1 | | 2 |
| Jefferson Elem | | | | 1 | | | | | | | | | | | | | 1 |

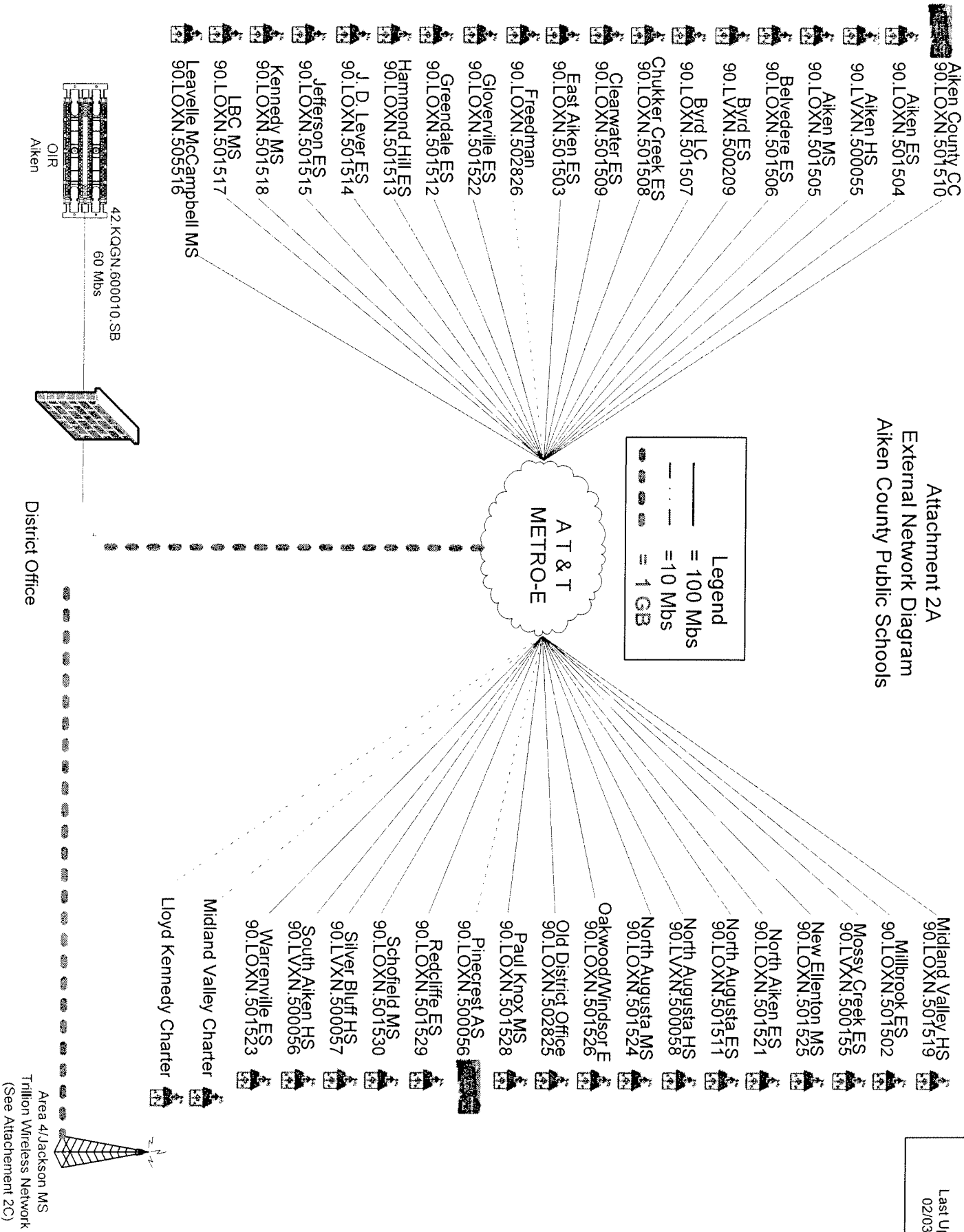
| | Adult Ed. | Alternative School | Art | Business Ed | CAI | Credit Recovery | Foreign | Industrial Tech | Keyboarding | Marketing Lab | Math | Plato | Read 180 | Science | Synergistic | Technology | Writing/Gen. Purp. Computer La | Totals |
|---------------------|-----------|--------------------|-----|-------------|-----|-----------------|---------|-----------------|-------------|---------------|------|-------|----------|---------|-------------|------------|--------------------------------|--------|
| LBC Middle | | | | 1 | 1 | | | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 4 |
| Leavelle McCampbell | | | | 1 | 1 | | | 1 | 1 | | | 1 | 1 | 1 | 1 | 1 | 1 | 5 |
| Midland Valley High | | 1 | 3 | 1 | 1 | | | | 1 | | | | | | | | | 6 |
| Warrenville Elem | | | | 1 | | | | | | | | | | | | | | 1 |
| Area 3 Totals | 1 | 0 | 1 | 3 | 7 | 1 | 0 | 1 | 2 | 1 | 0 | 0 | 1 | 0 | 2 | 4 | 2 | |
| AL Corbett Middle | | | | 1 | 1 | | | 1 | 1 | | | | | | 1 | | | 3 |
| Busbee Elementary | | | | 1 | | | | | | | | | | | | | | 1 |
| Ridge Spring Elem | | | | 1 | | | | 1 | | | | | 1 | | | | | 3 |
| Ridge Spring High | | | 2 | | 1 | | | | | | | | | | | 2 | | 5 |
| Wagner Salley High | | | 2 | | 1 | | | | | | | | | | | 1 | | 4 |
| Area 4 Totals | 0 | 0 | 0 | 4 | 3 | 2 | 0 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 2 | 0 | 3 | |
| Freedman | | | | | | | | | | | | | | | | | | 0 |
| Greendale EI | | | | 1 | | | | | | | | | | | | | | 1 |
| Jackson Middle | | | 2 | 1 | | | | | | | | | | | | | | 3 |
| New Ellenton Middle | | | 1 | 1 | | | | | | | | | | | | | | 2 |
| Pinecrest | 1 | | | | | | | 1 | | | | 1 | | | | | | 3 |
| Redcliffe Elem | | | | 1 | | | | | | | | | | | | | | 1 |
| Silver Bluff High | 1 | 1 | 2 | | 1 | | 1 | | | | | | | | | | | 5 |
| Area 5 Totals | 1 | 1 | 0 | 5 | 4 | 1 | 0 | 1 | 1 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | |
| Grand Totals: | 2 | 2 | 1 | 25 | 31 | 7 | 2 | 5 | 12 | 2 | 2 | 1 | 1 | 1 | 6 | 8 | 10 | 118 |

Attachment 1b: Technology Staff Skills

| Ability | Skill needed | Skill Available In-House? | Contracted additional tech support? |
|--------------------------------|--------------|---------------------------|-------------------------------------|
| Technical Staff Skills | | | |
| PC Skills | | | |
| Install & Configure hardware | | X | |
| Load & update software | | X | |
| Troubleshoot & repair problems | | X | |
| LAN Skills | | | |
| Design Network | | X | X |
| Install & configure hardware | | X | X |
| Load & update software | | X | X |
| Troubleshoot & repair problems | | X | X |
| WAN Skills | | | |
| Install & configure hardware | | X | X |
| Load & update software | | X | X |
| Troubleshoot & repair problems | | X | X |

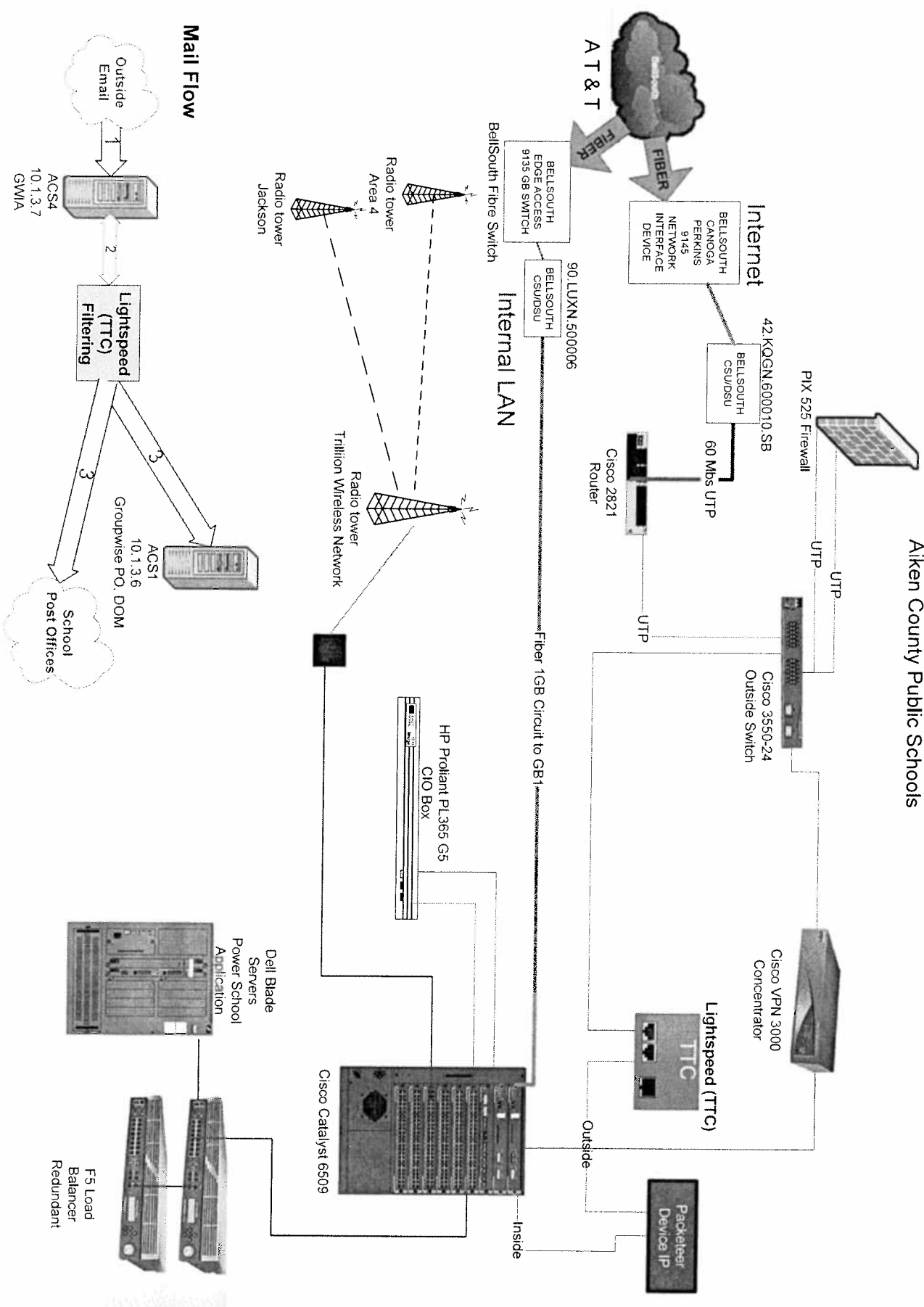
Attachment 2A
External Network Diagram
Aiken County Public Schools

Last Updated:
02/03/2010



Attachment 2B Internal Network Diagram Aiken County Public Schools

Last Updated:
02/03/2010



Attachment 2c: Networking Diagram-Area 4 Wireless Network

